

COUNCIL ON SOCIAL WORK EDUCATION • 345 EAST 46 ST., NEW YORK 17, N. Y.

June 1955

16 Pages

ST LOUIS POST-DISPATCH

As Rich in Satisfaction—There Are Always Openings

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NEW YORK, THURSDAY, JUNE 9, 1966

Officials of Many Agencies
Alarmed by Shortage of
Workers

By MURRAY HILSON
An acute nation-wide shortage of trained social workers is alarming many officials of public and private welfare agencies. The shortage is felt in all phases of social work, but especially in services to the physically handicapped, the aged, disturbed or delinquent children. Ernest F. Witte, secretary of the Council on Social Education, says:
"The shortage of men, women and children."

NATIONAL YOUTH VOCATIONAL SERVICE BUREAU WASHINGTON D C

Social Work Fellowships & Scholarships in the U.S. & Canada.
Council on Social Work Education, 343 E. 46th St., New York 17,
1954. 34 pp. 10¢. This is a compilation of awards for 1953-56, a
ranged by institution. It gives many details about each award.

AMERICAN CATHOLIC WEEKLY REVIEW
Counsel

The Great Wonder Daily Since 1887
 "Where the Spirit of the Lord is, There is Liberty."—2d Cor. 3:17
 THURSDAY EVENING, MAY 11, 1935

An Independent Newspaper
TUESDAY, MAY 11, 1933.

A partial failure of model was observed.

10,000 JOBS OPEN **Wanted: More Social Workers**

Education Council Tackles — at Meeting Here

2. The problem is that

\$1.00 ^{per set} per single copy

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INTRODUCTION This second special recruitment issue ^{1/} of Social Work Education has been prepared to provide additional information and suggestions for use by those who are recruiting for the field of social work.

The Council's study of social work salaries in the public welfare field is a major part of this issue. The primary reason for studying salary changes since 1950 was to determine their relation to the changes in the cost of living for the same period. It is hoped that this information, coupled with other known facts, might be helpful in answering the numerous questions asked about the relationship of current salaries to recruitment. The Council would like to have seen the 1950 Bureau of Labor Statistics study of social work salaries ^{2/} brought up to date, but Bureau representatives made it clear that the cost and time involved in doing this made it unfeasible to attempt at this time.

The Council, therefore, decided to make as comprehensive a survey of salary changes as its time and resources permitted. The base used was, of course, the 1950 study of the Bureau of Labor Statistics. The Council selected salaries as of August 1954 for comparative purposes as its study was initiated in that month. Since it was impossible to encompass all positions included in the Bureau study, it was necessary to select a manageable sample. Selection was made of the most numerous classes of positions in public assistance and child welfare because: (1) there is greater standardization of job titles and descriptions in these areas than in most others; (2) they represent a substantial number of positions; (3) the information was generally available; and (4) salaries in these areas may be representative of salaries in related areas. While the Council realizes that this is not a substitute for the type of study made by the Bureau of Labor Statistics, it believes that the data secured may be useful for recruitment purposes.

It should be noted that no positions in voluntary agencies were included in the Council's sample because a special committee of the National Social Welfare Assembly agreed to compile such salary data. There is included here pertinent information from the Assembly study, in addition to some information supplied by specific national agencies which was thought to be useful for comparative purposes. The lack of standardization in job titles and duties makes comparable salary data in social work extremely difficult to compile.

Also included is material on salaries in related professions drawn from a variety of sources. Although inadequate as a basis for comparative analysis with salaries in social work, it is included because it does give some indication of salary levels and trends in other fields. The difficulties inherent in making a comparative study of salaries for different fields are obvious.

The cost of living index for the years 1950 through 1954 is given in order to provide some standard against which to measure the real value of salary changes in social work during this period.

The remainder of this issue is devoted to activities that have been undertaken by the National Recruitment Committee of the Council, the Pilot Centers and other local recruitment committees. The cover is a small sample of the extensive attention which the shortage of personnel in social work has received from the press, magazines and other media.

^{1/}The first special recruitment issue was published February 1954, (Vol. II, No. 1.)
^{2/}Social Workers in 1950. A Report on: The Study of Salaries and Working Conditions in Social Work, made by the Bureau of Labor Statistics, American Association of Social Workers, New York, 1952.

Data received by the Council from the directors of the merit and civil service systems of 37 states, Hawaii and Puerto Rico indicate a rise of roughly 30% in salaries offered for social work positions in public welfare agencies from 1950 to 1954. This represents a substantial increase in real earnings, since the cost of living as measured by the Consumer Price Index rose only 11% and taxes decreased slightly during the same period. Continued upward movement in salaries may well be anticipated, with increased community awareness of the value of public welfare and of the importance of well qualified staff to carry out this program.

The information compiled by the Council is presented in detail in Tables II through VII. Readily apparent are the diversity of position classifications, of salaries offered, and of educational requirements. The dramatic changes in salary rates show up clearly in the columns giving the percentage increase in minimum and maximum salaries for specific positions. This wealth of material is telescoped in the summary table below, which gives the median beginning salary for the lowest grade of position in each of the six general position categories in 1950 and 1954, the median maximum for the highest grade in 1950 and 1954, and the percentage increase between the two dates.

Table I
Median Minimum and Maximum Salaries
in Public Welfare Agencies, 1950 and 1954

POSITION	Median Minimum			Median Maximum		
	1950	1954	% Increase	1950	1954	% Increase
Caseworker	\$2040	\$2760	35%	\$2890	\$3912	35%
Child Welfare Worker	2304	3000	30	3330	4255	28
Casework Supervisor	2700	3460	28	3850	5040	31
Child Welfare Supervisor	3180	3900	23	4200	5280	26
County Director	2436	3360	38	4440	5700	28
Field Representative	3600	4400	22	4620	5478	19

CASEWORKER- In 1954 the median salary for the basic practitioner position was
SOCIAL WORKER- \$2760, a figure 35% higher than the median salary four years
VISITOR earlier. Last year only two states reported a beginning salary
as low as the 1950 median, and in only 20% of the states was the
1954 minimum below \$2500, whereas it was below \$2500 in close to 90% of the states in
1950.

The maximum salary for caseworker, as measured by the median, also jumped 35% from \$2890 in 1950 to \$3912 in 1954. In 1950, a caseworker could earn as much as \$3500 in only a handful of states; by 1954, he could attain a salary of \$3500 or more in about 75% of the states represented in this study.

Educational requirements for the position of caseworker vary over a wide range, with college graduation the most common requirement for the lower grades and some graduate training frequently required for the higher grades of this position

* The analysis of the material on public welfare salaries was prepared for the Council by Dr. Ann W. Shyne, a member of the Commission on Research of the Council and Research Consultant, Institute of Welfare Research, the Community Service Society of New York.

category. Salaries for the practitioner position are not directly related to educational requirements, as is indicated by the fact that Nebraska, at the bottom of the ladder, offers a beginning salary of \$1800 and Michigan, at the top of the list, gives a beginning salary of \$3591, in both instances to persons with two years of college education. Most of the states with a minimum of \$3000 or above do, however, seek college graduates. Nor do educational requirements follow any obvious geographic pattern, for New York sets its sights at high school graduation, while nearby Connecticut and Pennsylvania seek college graduates, as do such widely scattered states as Florida, New Mexico and Wyoming.

CHILD WELFARE WORKER The position of child welfare worker in the 36 units reporting such a position in 1954 tends to carry a higher salary than that of caseworker in other aspects of public welfare, as might be expected from the more frequent requirement of some professional education beyond college graduation for the former position. The median beginning salary for child welfare worker was \$3000 in 1954, 30% higher than the 1950 median and 9% higher than the comparable figure for caseworker. The average child welfare worker could in 1954 anticipate a top salary of \$4255 as compared with \$3330 in 1950. The changes from 1950 to 1954 are further evidenced by the fact that beginning salaries were below \$2500 in over half the states in 1950, but in only three states in 1954, and maximum salaries exceeded \$3500 in only a third of the states in 1950 but in well over 90% of the states in 1954.

While comparison with salaries in voluntary social agencies are risky, this position may perhaps be considered comparable with that of the graduate caseworker in the private family service agency, a position for which the median minimum salary was \$3200 in 1954 and the median maximum \$4572, with the range about 20% higher than in 1950. The public child welfare worker has thus attained a somewhat lower range than private family agency caseworker, but his salary has improved at a faster rate in the past few years.

CASEWORK OR SOCIAL WORK SUPERVISOR Thirty-three of the 39 states and territories reported a position category of casework or social work supervisor in 1954. The beginning salary for this position was \$3460 in the median state, a figure 28% higher than the 1950 median. Very few states offered a minimum below \$3000 in 1954, while this was true of 70% in 1950. The average maximum salary for casework supervisor showed an even larger percentage gain, moving from \$3850 four years ago when 90% of the top salaries were under \$5000, to \$5040 in 1954.

Practically all the states giving the educational requirements for this position specified graduate social work training, with about equal numbers seeking candidates with one and with two years of such training. The only states settling for college graduation or less as their highest educational requirements were Arkansas, Michigan and New York.

CHILD WELFARE SUPERVISOR The public child welfare field, with its service emphasis and relatively small staff complement, has been able to attain higher salaries and higher educational standards than other aspects of public welfare. This is true for supervisory as well as practitioner positions. With few exceptions the states seek graduates of schools of social work to fill their child welfare supervisory positions, while they accept less professional training in other casework supervisors. The greater professional training required is reflected in the median beginning salary for casework supervisor quoted above. The maximum salary of \$5280 exceeds that of general casework supervisor, but the differential in top salaries is less than in starting salaries for the two types of supervisory position.

The average salary range of child welfare supervisor has risen at a slightly lower rate than ranges for the lower paid positions, but the minimum increased 23% and the maximum 26% from 1950 to 1954.

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The median minimum and maximum salaries for child welfare supervisor in 1954 were below the comparable figures of \$4300 and \$5500 for casework supervisors in voluntary family service agencies. However, the rate of increase since 1950 was considerably more rapid for the child welfare supervisor than for the family agency supervisor whose salary range rose about 13% between 1950 and 1954.

COUNTY DIRECTOR The nature of the position of county director or administrator probably varies more with size and character of county than is true for other public welfare positions. A summary statement which disregards the gradations within this category undoubtedly blurs the picture; however, the data available defy more refined analysis.

The beginning salary of a county director in the lowest classification was \$3360 in 1954, a salary 38% higher than in 1950, but lower than the beginning salary of a casework or child welfare supervisor. This anomaly is accounted for by the fact that supervisory positions do not exist in many of the small counties where the director is administrator, supervisor and sometimes practitioner as well, at a relatively low rate of compensation. Were the two position categories compared only for counties with both positions, the relation of administrative and supervisory salaries would probably be reversed.

The maximum for the highest grade of county director was \$5700 in the median state in 1954, with a fourth of the states offering a maximum in excess of \$7500.

The educational preparation for a county director in the lowest classification is likely to be college graduation or one year of graduate social work training, with completion of professional training sought for the higher classifications. The administrative positions differ from supervisory positions not only in the fact that professional education is less often required for the county director but also that experience is much more often an acceptable substitute for education.

If, again, a comparison is made with voluntary family agencies, the county director is at a considerable disadvantage, particularly with respect to beginning salary, for the median minimum for family agency executives in 1954 was \$4800 as compared with \$3360 for the county director. ^{2/}The difference would, however, undoubtedly be greatly lessened if not erased, if the comparison were restricted to county director positions carrying the educational qualifications required of the family agency executives.

FIELD REPRESENTATIVE, AREA SUPERVISOR OR EQUIVALENT The position of field representative or equivalent, for which completion of professional education is usually required, carries the highest beginning salary of the six categories included in this study. In the median state, the figure was \$4400 in 1954, having increased from \$3600 in 1950. In a fourth of the states, the beginning salary last year exceeded \$5000. The top salary for the field representative was \$5478 in the median state, with a third of the states paying at least \$6000.

INTERIM CHANGES Since the compilation of this information concerning salaries, which are reported as of August 1954, there have been substantial increases for some positions. Unfortunately, the time lag needed to collect, analyze and publish such information precludes the reporting of the most current data. For example, in New York City (not reported separately in the Council's study), the salary range for Social Investigator, the lowest category of social service position in the city, will, as of July 1, 1955, be increased from \$3425-4220 to \$4000-5080. This action is retroactive to July 1, 1954.

A considerable number of agencies reported in this study have notified the Council of increase¹ in their salary scales since their original report to the Council. Rather than cite incomplete data as to these subsequent changes, one notable example is called to your attention. In one of the reporting states, the beginning salary for the lowest category has been raised from \$3591, as of August 1954, to \$4200.

^{1/}Loc. cit.
^{2/}Ibid.

TABLE II

Series: Case Worker/Social Worker/Visitor/equivalent title

State	Position Title	Salary Range (August)		1950		Increase (August)		Note	Educational Requirements		
		1950	1954	1950		1954			High	Low	Comment
				Amt.	%	Amt.	%				
Alabama	Case Worker I	2040-2580	2832-3720	792	38.8	1140	44.2				
	Case Worker II	2160-2760	3000-3912	840	38.9	1152	41.7				
Arizona	Social Worker I	2220-2700	2832-3276	612	27.5	576	21.3		4 Yr Coll.*		
	Social Worker II		3276-3792						1 Yr Gr.S.**		
Arkansas	Visitor		2280-2640						2 Yr Coll.*		
California (county depts)	Social Worker I		2796-3432					1/	3 Yr Coll.*	(Exp may be subst	
	Social Worker II		3180-3888					2/	1 Yr Gr.S/4 Yr Coll-	(for educ on yr (for yr basis	
Colorado	Social Worker III		3588-4332								
	Case Worker I	1920-2730	2688-3672	768	40.0	942	34.5		4 Yr Coll	2 Yr Coll.	
	Case Worker II	2040-2970	2808-3840	768	37.6	870	29.3		2qr Gr.S	2 Yr Coll.	
	Case Worker III	2160-3090	2940-4020	780	36.1	930	30.1		3qr Gr.S	3qr Gr.S.	
Connecticut	Case Worker IV	2280-3450	3216-4392	936	41.0	942	27.3		5qr Gr.S	3qr Gr.S.	
	Social Worker	2220-2820	3120-4560	900	40.5	1740	61.7		4 Yr Coll	(Exp may be subst	
	Senior Case Worker	2520-3120	3540-4980	1020	46.5	1860	59.6		1 Yr Gr.S	(yr for yr for (req education	
Florida	District Welfare Visitor	2160-2760	2700-3300	540	25.0	540	19.5		4 Yr Coll	2 Yr Coll	
Idaho	Case Worker I	2400-2880	3060-3780	660	27.5	900	31.3		4 Yr Coll	4 Yr Coll	

* May substitute specified employment for an equal amount of the required education.

** May substitute six months of in-service experience for each year of the required education.

1/ Average salary range weighted. In some counties beginning salaries of \$2040 are offered.

2/ Average salary range weighted. In some counties beginning salaries of \$2280 are offered.

3/ Average salary range weighted. In some counties beginning salaries of \$2556 are offered.

TABLE II

Series: Case Worker/Social Worker/Visitor/Equivalent title

State	Position Title	Salary Range (August)		Increase (August)				1954		Note	Educational Requirements		
		1950	1954	1950		Maximum		Maximum	1954		High	Low	Comments
				Minimum	%	Minimum	%						
Illinois (Downstate)	Public Aid Visitor I	1980-2904	2316-3600	336	16.9	696	23.9			4 Yr. Coll.		(Education may be substit	
	Public Aid Visitor II		2532-3960							1 Yr. Gr. S.		(for empl exp	
Indiana	Welfare Visitor V	1800-3000	2100-3600	300	16.7	600	20.0			4 Yr. Coll.	*		
	Pub. Welf. Worker VI	2100-3300	3000-4500	900	42.8	1200	39.3			1 Yr. Gr. S.	1 Yr. Gr. S.		
Iowa	Pub. Assist. Work. I.	2100-2340	2520-3000	420	20.0	660	28.2			4 Yr. Coll.	4 Yr. HS	*	
	Pub. Assist. Work. II	2340-2820	2760-3240	420	17.9	420	14.9			4 Yr. Coll.	4 Yr. HS	*	
	Pub. Assist. Work. III	2640-3120	3060-3780	420	15.9	660	21.2			2 Yr. Gr. S.	4 Yr. HS	*	
	Social Worker	1680-2580	2184-3204	504	30.0	624	24.2			4 Yr. Coll.	2 Yr. Coll.		
Louisiana	Welfare Visitor	2100-2820	3000-3900	900	43.0	1080	38.3			4 Yr. Coll.	*		
	Welfare Case Worker	2400-3300	3360-4260	960	40.0	960	29.1			2 Yr. Gr. S.	1 Yr. Gr. S.		
Maryland	Case Worker II	2090-2615	2816-3376	726	34.7	761	29.1			2 Yr. Coll.	H.S.		
	Case Worker I	2310-2890	3131-3756	821	45.0	866	30.0			1 Yr. Gr. S.	H.S.		
	Senior Case Worker		3320-3980							2 Yr. Gr. S.	1 Yr. Gr. S.	*	
Michigan	Social Worker LA	2640-3000	3591-4239	951	36.0	1239	41.3			2 Yr. Coll.	*	(Additional credit at all levels for grad trng in SW in accrd SSW	

* May substitute specified employment for an equal amount of the required education.

TABLE II

Series: Case Worker/Social Worker/Visitor/Equivalent title

State	Position Title	Salary Range (August)		Increase (August) 1954				Note	Educational Requirements		
		1950	1954	1950		Maximum			High	Low	Comment
				Minimum	%	Ant.	%				
Minnesota	Social Worker I	1920-3420	3312-4500	1392	72.5	1080	31.0				
	Social Worker II	2220-3720	3600-4920	1380	52.2	1200	32.3				
	Case Worker I	2220-2460	2880-3600	660	30.0	1140	46.3	2 Yr. Coll.	*		
	Case Worker II	2340-2580	3240-4020	900	38.5	1440	55.8	2 Yr. Coll.	*		
Nebraska	Case Worker I	1680-2640	1800-3180	120	7.1	540	20.5	2 Yr. Coll.	H.S.	*	
	Case Worker II	1800-2880	1920-3360	120	6.7	480	16.7	4 Yr. Coll.	2 Yr. Coll.	*	
	Case Worker III	2400-3720	2400-4080	0	0	360	9.6	1 Yr. Gr.S.	1 Yr. Gr.S.	*	
	Case Worker Trainee		2830-3310					4 Yr. Coll.	4 Yr. Coll.		
New Hampshire	Case Worker	1923-2319	3070-3550	1147	59.6	1231	53.1	1 Yr. Gr.S.	4 Yr. Coll.		
	P. A. Worker	1940-2520	3120-3900	1180	60.8	1380	54.8	4 Yr. Coll.	*		
New Mexico	Soc. Worker Trainee	2280-2820	3120-3900	840	36.8	1080	38.1	4 Yr. Coll.	4 Yr. Coll.		
	Case Worker		2100-3650					H. S.	H. S.	(Nassau Onondaga)	
New York	Senior Case Wkr. (PA)		2800-4200					H. S.	H. S.	(Westchester Cys require College Grad)	
North Carolina	Case Work Trainee	2040-2280	2280-2760	240	11.8	480	21.5	Gr. S.	2 Yr. Coll.	12 Qtr Hr	
	Case Work Assistant	2280-2760	2640-3360	360	15.8	600	21.7	3 Mo. Gr.S.	4 Yr. Coll.		
	Case Worker II	2520-	2880-3840	360	14.3			9 Mo. Gr.S.	9 Mo. Gr.S.		
	Case Worker I	3240	3120-4140			900	27.9	18 Mo. Gr.S.	9 Mo. Gr.S.		
North Dakota	Case Worker	2280-3000	2760-3780	480	21.5	780	26.0	4 Yr. Coll.	2 Yr. Coll.	*	

* May substitute specified employment for an equal amount of the required education.

TABLE II

Series: Case Worker/Social Worker/Visitor/Equivalent title

State	Position Title	Salary Range (August)		Increase (August) 1954				Note	Educational Requirements		
		1950	1954	1950		Maximum			High	Low	Comment
				Minimum Amt.	%	Amt.	%				
Ohio	Case Worker I	2520-3024	2760-3312	240	9.5	288	9.5	4/	Coll.	*	Amt not specf
	Case Worker II	2760-3312	3024-3600	264	9.5	288	8.7		Coll.	*	Amt not specf
Oklahoma	Case Worker	1980-2400	2760-3360	780	39.4	960	40.0		4 Yr. Coll.	2 Yr. Coll.	
Oregon	Case Worker I	2400-2940	3000-3708	600	25.0	768	26.1		1 Yr. Gr. S.	2 Yr. Coll.	
	Case Worker II	3360-3480	3408-4200	48	1.4	720	20.7				
Pennsylvania	Visitor	2124-2496	2820-3270	696	32.8	774	31.1		4 Yr. Coll.		(Education may be substat for min exp requ
	Senior Visitor	2496-2820	3270-3666	794	31.8	846	30.0		4 Yr. Coll.		
Rhode Island	Social Worker	2040-2520	2580-3060	540	26.5	540	21.4		2 Yr. Gr. S.	*	
	Senior Social Worker	2520-3000	3180-3810	660	20.8	810	21.0		2 Yr. Gr. S.	*	
South Carolina	Visitor	2040-2280	2870-3110	830	40.7	830	36.4		4 Yr. Coll.	4 Yr. Coll.	
	Senior Visitor	2160-2400	3025-3265	865	40.8	865	40.2		1 Yr. GrS	1 Yr. GrS	
	Case Worker		3155-3395						1 Yr. GrS	1 Yr. GrS	
South Dakota	Field Worker	2160-2760	2760-3420	600	27.8	660	23.9		4 Yr. Coll.	*	
Texas	Field Worker	2520-2880	3180-3420	660	26.2	540	18.8		2 Yr. Coll.	H.S.	

* May substitute specified employment for an equal amount of the required education.

4/ 1954 includes cost of living addition.

SALARY RANGES FOR SPECIFIED PROFESSIONAL POSITIONS IN SELECTED PUBLIC WELFARE AGENCIES

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TABLE II

Series: Case Worker/Social Worker/Visitor/visitor/equivalent title

State	Position Title	Salary Range (August)		1950		Increase (August 1954)		Note	Educational Requirements	
		1950	1954	Minimum		Maximum			High	Low
				Amt.	%	Amt.	%			
Utah	Case Worker I	2040-2280	2640-3120	600	29.4	840	36.9	5/	4 Yr. Coll.	4 Yr. Coll.
	Case Worker II	2280-2640	3000-3600	760	33.3	960	36.4	5/	4 Yr. Coll.	4 Yr. Coll.
Virginia	Social Worker A	1800-2400	2400-3240	600	33.3	840	34.8	4	Yr. Coll.	4 Yr. Coll.
	Social Worker B	1920-3880	2580-4200	660	34.4	320	8.2	G.S. 1/2 Yr*	4 Yr. Coll.	4 Yr. Coll.
Washington	Visitor Trainee	2400-3000	3108-3684	708	29.5	684	22.8	4	Yr. Coll.	4 Yr. Coll.
	Visitor		3240-3840							
West Virginia	Senior Visitor		3684-4368							
	Case Worker	2820-3540	3840-4560	1020	36.2	1020	28.8	2	Yr. GrS	1 Yr. GrS
Wisconsin	Visitor I	1920-2400	2760-3240	840	43.8	840	35.0	4	Yr. Coll.	*
	Case Worker I	1800-2640	2640-3480	840	46.6	840	31.8	4	Yr. Coll.	2 Yr. Coll.
Wyoming	Case Worker II	1980-2820	2940-4200	960	48.5	1380	48.9	6/	1 Yr. GrS	4 Yr. Coll.
	Case Worker		3240-4080					4	Yr. Coll.	4 Yr. Coll.
Territory of Hawaii	Social Worker I.	2730-3150	2650-3130	-80	-2.9	-20	-6			
	Social Worker II	2930-3395	2875-3355	-55	-1.9	-40	1.2	1	Yr. GrS	4 Yr. Coll.
	Social Worker III	3395-4115	3450-4200	55	1.6	85	2.1	2	Yr. GrS	1 Yr. GrS
Puerto Rico	Social Worker I	1680-2160	2040-3120	360	21.4	960	44.4			
	Social Worker II	1920-2520	2400-3408	480	25.0	888	35.2			

* May substitute specified employment for an equal amount of the required education.

5/ Utah revised its compensation plan upward on December 1, 1954.

6/ Plus varying County Bonuses.

TABLE III

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TABLE III

Series: Child Welfare Worker

State	Position Title	Salary Range (August)		1950 Increase (August)		Note	Educational Requirements	
		1950	1954	Minimum	Maximum		High	Low
				Amt.	%			
Alabama	Ch. Welf. Wkr	2160-2760	3000-3912	840	38.9			
Arizona	Ch. Welf. Wkr I	2640-3000	2832-3276	192	7.3		4 Yr. Coll. **	
	Ch. Welf. Wkr II	3000-3600	3276-3792	276	9.2		1 Yr. GrS	1 Yr. GrS
Arkansas	Ch. Welf. Wkr in Train		2400				4 Yr. Coll.	4 Yr. Coll
	Ch. Welf. Wkr I		2880-3600				3 Qtr GrS	2 Qtr GrS
	Ch. Welf. Wkr II		3240-3960				3 Qtr GrS	3 Qtr GrS
California (county dept)	Ch. Welf. Wkr I		3360-4092				1 Yr. GrS	1 Yr. GrS
	Ch. Welf. Wkr II		3648-4476				1 Yr. GrS	1 Yr. GrS
Colorado	Ch. Welf. Wkr	2280-3450	3216-4392	936	41.0			
Connecticut	Sr. Case Wkr (ChWelf)	2520-3120	3540-4980	1020	40.5			
							5 Qtr GrS	4 Qtr GrS
Florida	Ch. Welf. Wkr	2400-2880	3000-3600	600	25.0			
	Sr. Ch. Welf. Wkr	2700-3300	3600-4200	900	33.3		1 1/2 Yr. GrS	1 1/2 Yr. GrS
							2 Yr. GrS	1 Yr. GrS

* May substitute specified employment for an equal amount of the required education.

** May substitute six months of in-service experience for each year of the required education.

1/ Average salary range weighted. In some counties beginning salaries of \$2460 are offered.

2/ Average salary range weighted. In some counties beginning salaries of \$2700 are offered.

Credit is given for the 2nd Yr. of grad study

Exp may be substituted yr for yr for requ educ

TABLE III

Series: Child Welfare Worker

State	Position Title	Salary Range (August)		1950		1954		Increase (August 1954)		Note	Educational Requirements	
		1950	1954	Minimum		Maximum		High	Low		Comment	
				Amt.	%	Amt.	%					
Idaho	Ch. Welf. Wkr I	2520-3000	3180-3900	660	26.2	900	30.0	1 Yr.GrS				
	Ch. Welf. Wkr II	3000-3480	3600-4320	600	20.0	840	24.1	2 Yr.Gr.S.	2 Yr.Gr.S.			
Illinois	Ch. Welf. Wkr I	2160-3168	2532-3960	372	17.2	792	25.0	1 Yr.GrS.	*			
	Ch. Welf. Wkr II	2700-3504	2760-4320	60	2.2	816	23.0	1 Yr.Gr.S.	*			
Indiana	Ch. Welf. Trainee II	1320-2160	1800-2700	480	36.4	540	25.0	4 Yr.Coll.	4 Yr.Coll.			
	Ch. Welf. Wkr V	1800-3000	2160-3600	360	20.0	600	20.0	4 Yr.Coll.	*			
Iowa	Ch. Welf. Wkr I	2100-2340	2520-3000	420	20.0	660	28.2	4 Yr.Coll.	4 Yr.Coll.			
	Ch. Welf. Wkr II	2460-2940	2940-3420	480	19.5	480	16.3	1 Yr. GrS	4 Yr.Coll.*			
	Ch. Welf. Wkr III	2760-3240	3180-3900	420	15.2	660	20.4	2 Yr. GrS	1 Yr. GrS *			
Kansas	Ch. Welf. Wkr I	2100-2580	2640-3360	540	25.7	780	30.2	1 Yr. GrS	4 Yr. Coll			
	Ch. Welf. Wkr II	2520-3240	2904-3708	384	15.2	468	14.4	2 Yr. GrS	1 Yr.GrS.			
Louisiana	Ch. Welf. Trainee	2700-3600	3000-3900	900	33.3	1200	33.3	4 Yr. Coll	*			
	Ch. Case Worker		3600-4800					2 Yr.GrS	1 Yr. GrS.			
Michigan	Ch. Welf. Wkr Al	2640-3000	3591-4239	950	36.0	1239	41.3	4 Yr.Coll.	4 Yr. Coll.			
	Ch. Welf. Wkr I	2940-3420	3884-4823	944	32.1	1403	41.0	2 Yr. GrS	22hrs GrS		Additional credit at all levels for grad trng in accrd SSW	
	Ch. Welf. Wkr II	3540-4020	4510-5471	971	27.4	1451	36.1	2 Yr.GrS	22hrs GrS			
Minnesota	Ch. Welf. Wkr I	2100-3600	3456-4680	1356	64.6	1080	30.0					
	Ch. Welf. Wkr II	2340-3840	3600-4920	1260	53.8	1080	28.1					

Additional credit at all levels for grad trng in accred SSW

* May substitute specified employment for an equal amount of the required education.

Series: Child Welfare Worker

State	Position Title	Salary Range (August)		1950		Increase (August) 1954		N o t		Educational Requirements	
		1950	1954	Minimum		Maximum		High	Low	Comment	
				Amt.	%	Amt.	%				
Montana	Ch. Welf. Wkr I	2400-2700	3240-4020	840	35.0	1320	48.9	1 Yr. GrS	1 Yr. Gr.S		
	Ch. Welf. Wkr II	2580-3060	3600-4440	1020	39.5	1380	45.1	2 Yr. GrS	1 Yr. Gr.S.		
	Ch. Welf. Wkr III		3720-4560					2 Yr. GrS	1 Yr. Gr.S.		
New Hampshire	Ch. Welf. Wkr Trainee	1923-2319	2830-3310	907	47.2	991	42.7	4 Yr. Coll.	4 Yr. Coll.		
	Ch. Welf. Wkr	2187-2583	3070-3550	883	40.4	967	37.4	2 Yr. GrS	4 Yr. Coll.		
New Mexico	Ch. Welf. Wkr, Jr.	2400-3000	3300-4140	900	37.5	1140	38.0	1 Yr. GrS	1 Yr. GrS		
	Ch. Welf. Wkr, Sr.	2760-3420	3660-4620	900	32.6	1200	35.1	2 Yr. GrS	1 Yr. GrS		
New York	Sr. Case Wkr		3000-4340					H. S.	H. S.	(Grad study may be subst for exper	
	(Ch. Welf)									(Nassau, Onon-daga & Westch Cys require college grad	
North Carolina	Ch. Welf. Case Wkr II		2880-3840								
	Ch. Welf. Case Wkr I	2520-3240	3120-4140	600	23.8	900	27.8	9 Mo. GrS	9 Mo. GrS		
North Dakota	Ch. Welf. Wkr I		2760-3780					4 Yr. Coll.	4 Yr. Coll.		
	Ch. Welf. Wkr II	3240-4140	3240-4620	0	0	480	11.6	1 Yr. GrS	1 Yr. GrS		
	Ch. Welf. Wkr III		3900-5100					2 Yr. GrS	2 Yr. GrS		
Ohio	Ch. Welf. Wkr I	2760-3312	3024-3600	264	9.6	288	8.7	Gr.S.	*	Amt not spec	
	Ch. Welf. Wkr II	3312-3960	3600-4320	288	8.7	360	9.1	2 Yr. GrS	*		

* May substitute specified employment for an equal amount of the required education.

TABLE III

Series: Child Welfare Worker

State	Position Title	Salary Range (August)		1950		Increase (August, 1954)		Note	Educational Requirements		Comment
		1950	1954	Minimum		Maximum			High	Low	
				Amt.	%	Amt.	%				
Oklahoma	Ch. Welf. Wkr in Trg.		2760-2880					4	Yr. Coll.	4 Yr. Coll.	
	Ch. Welf. Wkr II	2160-3060	3240-4080	1080	50.0	1020	33.3	1	Yr. GrS	1 Yr. GrS	
	Ch. Welf Wkr I	2520-3600	3600-4560	1080	42.8	960	26.7	2	Yr. GrS	1 Yr. GrS	
Oregon	Ch. Welf. Wkr I	2520-3060	3132-3864	612	24.3	804	26.3	1	Yr. GrS	1 Yr. GrS	
	Ch. Welf. Wkr II	2760-3480	3408-4200	648	23.5	720	20.7	2	Yr. GrS	1 Yr. GrS	
Pennsylvania	Jr. Ch. Welf. Wkr	2328-2700	2820-3270	492	21.1	570	21.1	4	Yr. Coll.	4 Yr. Coll.	Educ may be
	Ch. Welf. Wkr	2700-3024	3270-3666	570	21.1	642	21.2	2	Yr. GrS	4 Yr. Coll.	subst for min
	Sr. Ch. Welf. Wkr	3024-3204	3666-3882	642	21.2	678	21.2	2	Yr. GrS	4 Yr. Coll.	exp requ
Rhode Island	Social Worker	2040-2520	2580-3060	540	26.5	540	21.4	2	Yr. GrS	4 Yr. Coll.	
	Sr. Social Wkr	2520-3000	3180-3810	660	26.2	810	27.0	2	Yr. GrS	4 Yr. Coll.	
South Carolina	Ch. Welf. Wkr in Trg.	2040-2040	2870-2870	830	40.7	830	40.7	4	Yr. Coll.	4 Yr. Coll.	
	Jr. Ch. Welf. Wkr		2870-3110					4	Yr. Coll.	4 Yr. Coll.	
	Ch. Welf. Wkr	2160-2400	3025-3265	865	40.0	865	36.0	1	Yr. GrS	2 Yr. GrS	
South Dakota	Ch. Welf. Wkr I	2160-2760	2760-3420	600	27.8	660	23.9	4	Yr. Coll.	4 Yr. Coll.	Intention GrS
	Ch. Welf. Wkr III	2760-3360	3360-4080	600	21.7	720	21.4	2	Yr. GrS	1 Yr. GrS	
Texas	Ch. Welf. Wkr	2520-2880	3180-3420	660	26.2	540	18.8	4	Yr. Coll.	4 Yr. Coll.	
Utah	Ch. Welf. Wkr I	2280-2640	3000-3720	720	31.6	1080	40.9	1	Yr. GrS	1 Yr. GrS	(lyr of exp
	Ch. Welf. Wkr II	2460-2940	3360-4020	900	36.6	1080	36.7	2	Yr. GrS	1 Yr. GrS	(may be subst
	Ch. Welf. Wkr III		3540-4200					2	Yr. GrS	1 Yr. GrS	(for 2nd yr
											(of grad sty

* May substitute specified employment for an equal amount of the required education.

2/ Utah revised its compensation plan upward on December 1, 1954.

TABLE III

Series: Child Welfare Worker

State	Position Title	Salary Range (August)		Increase (August) 1954		Note	Educational Requirements	
		1950	1954	Minimum	Maximum		High	Low
				Amt.	%			
Virginia	Social Wkr B	1920-3880	2580-4200	660	34.4		Gr.S. 1/2 yr	4 Yr. Coll.
Washington	Ch. Welf. Trainee	2724-3276	3240-3840	516	18.9		4 Yr. Coll.	4 Yr. Coll.
	Ch. Welf. Casework		3684-4368				1 Yr. GrS	1 Yr. GrS
	Ch. Welf. Casework B	3276-3936	4008-4764	732	22.3		2 Yr. GrS	1 Yr. GrS
	Ch. Welf. Wkr III	1920-2400	2760-3240	840	43.8		4 Yr. Coll.	4 Yr. Coll.
West Virginia	Ch. Welf. Wkr II	2160-2880	2880-3600	720	33.3		1 Yr. GrS	1 Yr. GrS
	Ch. Welf. Wkr I	2460-3180	3000-3720	540	22.0		2 Yr. GrS	1 Yr. GrS
	Ch. Welf. Wkr I	1980-2820	2940-4200	960	48.5		1 Yr. GrS	4 Yr. Coll.
Wisconsin	Ch. Welf. Wkr II		3060-4320				2 Yr. GrS	2 Yr. GrS
	Ch. Services Trainee		1800 #				4 Yr. Coll.	
Wyoming	Ch. Services Wkr		3360-4310				1 Yr. GrS	1 Yr. GrS
Hawaii	Ch. Welf. Wkr	3690-4385	3825-4575	135	3.7			
								Not spec

Plus tuition and travel.

4/ Average salary range weighted. In some counties beginning salaries of \$2040 are offered.

TABLE IV

Series: Casework/Social Work Supervisor

State	Position Title	Salary Range (August)		1950		Increase (August, 1954)		Note	Educational Requirements		Comment
		1950	1954	Minimum		Maximum			High	Low	
				Amt.	%	Amt.	%				
Alabama	Casework Superv. I Casework Superv. II	2580-3480	3360-4320 4104-5280	780	30.2	840	24.1				
Arizona	Casework Superv.	2640-3000	3612-4188	972	36.8	1188	39.6		1 Yr. GrS *		
Arkansas	Casework Superv.		2520-3060						4 Yr. Coll. 2 Yr. Coll.		
California (county dept)	Soc. Wk. Superv. I Soc. Wk. Superv. II		3816-4668 4488-5520					1/2/	2 Yr. GrS 2 Yr. GrS		Additional exp may be subst for all grad & undergrad training
Colorado	Casework Superv. I Casework Superv. II Casework Superv. III	2400-3600 2520-3840 2700-4170	3360-4596 3516-4800 3840-5256	960 996 1140	40.0 39.5 42.2	996 960 1086	27.7 25.0 26.0		4 Qtr GrS 5 Qtr GrS 5 Qtr GrS	3 Qtr GrS 4 Qtr GrS 5 Qtr GrS	
Connecticut	Welf. Case Superv.	3180-3900	4020-5460	940	29.6	1560	40.0		1 Yr. GrS *		Exp may be subst for yr for req educ
Florida	Dist. Welf. Superv. Dist. Welf. Case Superv.	2640-3120 3180-3720	3300-3900 3900-4500	660 720	25.0 22.6	780 780	25.0 21.0		2 sem. GrS 3 sem. GrS	2 Yr. Coll. 2 sem. GrS	
Illinois (Down-state)	Pub. Aid Casewk. Superv.		2760-4320						1 Yr. GrS		Educ may be subst for empl exp

* May substitute specified employment for an equal amount of the required education.

1/ Average salary range weighted. In some counties beginning salaries of \$3192 are offered.

2/ Average salary range weighted. In some counties beginning salaries of \$3372 are offered.

Series: Casework/Social Work Supervisor

State	Position Title	Salary Range (August)		Increase (August) 1954				Note	Educational Requirements		
		1950	1954	1950		1954			High	Low	Comment
				Minimum	Maximum	Amt.	%				
Indiana	Casework Superv. VI	2100-3300	2400-3900	300	14.3	600	18.2	2 Yr. GrS	1 Yr. GrS		
	Casework Superv. VIII	2700-3900	3000-4500	300	12.2	600	15.4	2 Yr. GrS	1 Yr. GrS		
	Casework Superv. X	3300-4800	3600-5520	300	9.1	720	15.0	2 Yr. GrS	2 Yr. GrS		
Kansas	Case Superv. I	2340-3240	2772-4092	432	18.5	852	26.3	1 1/2 Yr. GrS	4 Yr. Coll.		
	Case Superv. II		3360-4980					2 Yr. GrS	1 sem. GrS		
Louisiana	Welf. Case Superv. I	2700-3600	3600-4800	900	33.3	1200	33.3	1 Yr. GrS	2 Yr. Coll.		
	Welf. Case Superv. II	2820-4020	3900-5100	1080	38.3	1080	26.7	2 Yr. GrS	1 Yr. GrS		
	Welf. Case Superv. III	2700-4500	4500-5700	1800	66.7	1200	26.7	2 Yr. GrS	1 Yr. GrS		
Maryland	Case Superv.	3080-3850	4013-4813	933	30.3	963	25.0	2 Yr. GrS	1 Yr. GrS		
Michigan	Soc. Wk. Admin. I	2940-3420	3884-4823	944	32.1	1403	41.0	4 Yr. Coll.	2 Yr. Coll.	Additional credit at all levels for grad training in accred SSW	
	Soc. Wk. Admin. Ia		4197-5136					4 Yr. Coll.	2 Yr. Coll.		
Minnesota	Soc. Welf. Superv. I	2520-4320	4140-5640	1620	64.3	1320	30.5				
	Soc. Welf. Superv. II	3000-4800	4500-6120	1500	50.0	1320	27.5				
	Soc. Welf. Superv. III	3420-5580	4920-6720	1500	43.9	1140	20.4				
Montana	Casework Superv.		3900-4800								
New Hampshire	Dist. Casewk. Superv.	2040-2400	3460-4060	1420	69.6	1660	40.9				
	Superv. P.A.	3120-3480	4558-5457	1438	46.1	1977	56.8				
New Mexico	Case Superv. I	2700-3300	3660-4620	960	35.6	1320	40.0	1 Yr. GrS	4 Yr. H.S.		
	Case Superv. II	3000-3780	3900-4860	900	30.0	1080	28.6	2 Yr. GrS	1 Yr. GrS		

* May substitute specified employment for an equal amount of the required education.

1/ Minnesota does not differentiate in classification between public assistance and child welfare supervisors. Both are classified as Social Welfare Supervisor.

SALARY RANGES FOR SPECIFIED PROFESSIONAL POSITIONS IN SELECTED PUBLIC WELFARE AGENCIES

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TABLE IV

Series: Casework/Social Work Supervisor

State	Position Title	Salary Range (August)		Increase (August) 1954				Educational Requirements		
		1950	1954	1950		1954		High	Low	
				Minimum Amt.	Maximum Amt.	Minimum Amt.	Maximum Amt.			
New York	Case Superv.B(PA) Case Superv.A(PA)		2900-4500 3760-4120					H. S. H. S.	H. S. H. S.	(Grad study may be subst for exper) (Massau, Onon-daga & Westch Cys req coll.grad)
North Carolina	Case Wk. Superv. Sr. Case Wk. Superv	2880-3600	3360-4500 3720-5040	480	16.7	900	25.0	2 Yr.GrS 2 Yr.GrS	1 Yr.GrS 2 Yr.GrS	
Ohio	Casewk. Superv. I Casewk. Superv.III	3168-3780 3960-4800	3456-4140 5040-6000	288 1080	9.1 27.3	360 1200	9.5 25.0	Gr.S. Gr.S.	* *	Amt not spec Amt ndt spec
Oklahoma	Case Superv.	2160-2700	2880-3540	720	33.3	840	31.1	1/2 Yr.GrS	2 Yr.Coll.	Educ may be subst for min exper required
Oregon	Pub. Welf. Superv. Pub. Welf. Superv.II Pub.Welf.Superv.III Pub.Welf.Superv.IV	3000-3720 3360-4200 3720-4560 4200-5160	3708-4548 4200-5112 4728-5724 5304-6384	708 840 1008 1104	23.6 25.0 27.1 26.4	828 912 1164 1224	22.2 21.7 25.5 23.7	1 Yr.GrS	4 Yr.Coll.	
Pennsylvania	Case Superv.	3516-4176	4260-5058	744	21.2	882	17.4	2 Yr. GrS	2 Yr.GrS	
Rhode Island	Case Work Superv(PA) Sr. PA Superv.	3000-3720 3360-4080	3810-4620 4140-5100	810 780	27.0 23.2	900 1020	24.2 25.0	2 Yr. GrS 2 Yr. GrS	* *	

* May substitute specified employment for an equal amount of the required education.

TABLE IV

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Series: Casework/Social Work Supervisor

State	Position Title	Salary Range (August)		Increase (August, 1954)		Note	Educational Requirements	
		1950	1954	Minimum Amt.	Maximum Amt.		High	Low
				Amt.	%			
South Carolina	Casework Superv.	2220-2700	3225-3705	1005	45.3		2 Yr. GrS	1 Yr. GrS
South Dakota	Casework Superv.		3060-3720				1 Yr. GrS *	
Texas	Area Superv. II	2880-3480	3669-4020	789	27.4		1 sem. GrS	H. S.
	Area Superv. I	3240-4080	4020-4620	780	24.1		1 sem. GrS	H. S.
Virginia	Casewk. Superv.	2700-4200	3000-5100	300	11.1		1 1/2 Yr. GrS *	1 1/2 Yr. GrS
Washington	Casewk. Superv. I	3000-3720	4008-4764	1008	33.6		2 Yr. GrS	1 Yr. GrS
	Casewk. Superv. II		4188-4968				2 Yr. GrS	1 Yr. GrS
	Casewk. Superv. V		4968-5904				2 Yr. GrS	1 Yr. GrS
West Virginia	Asst. Dist. Case Superv.	2280-3000	3000-3720	720	31.6		2 Yr. GrS	*
	Dist. Case Superv.	2820-3780	3300-4260	480	17.0		2 Yr. GrS	*
Wisconsin	Casewk. Superv.	2280-3120	3360-4620	1080	47.4		2 Yr. GrS	1 Yr. GrS.
Hawaii	Welf. Admin I	3690-4385	3825-4575	135	3.7			
	Welf. Admin II	5185-6080	5400-6400	215	4.1			
Puerto Rico	Soc. Work Superv. I	2400-3120	2880-3780	480	20.0			
	Soc. Work Superv. II	3000-3900	3600-4500	600	20.0			

Not specif.
Not specif.

* May substitute specified employment for an equal amount of the required education.

TABLE V

Series: Child Welfare Supervisor

State	Position Title	Salary Range (August)		1950		Increase (August 1954)		Note	Educational Requirements		
		1950	1954	Minimum		Maximum			High	Low	Comment
				Amt.	%	Amt.	%				
Alabama	Ch. Welf. Superv. I	3000-3600	3360-4320	360	12.0	720	20.0				
	Ch. Welf. Superv. II	3300-4200	3912-5040	612	18.5	840	20.0				
Arizona	Ch. Welf. Supervisor	3120-3720	3612-4188	492	15.6	468	12.6		1 Yr. GrS *		
Arkansas	Ch. Welf. Superv.		2520-3060						2 Yr. GrS	1 Yr. GrS	
	Ch. Welf. Consultant		3600-4560								
California (county dept)	Ch. Welf. Superv. I		3936-4368						2 Yr. GrS	1 Yr. GrS	
	Ch. Welf. Superv. II		4212-4380						2 Yr. GrS	1 Yr. GrS	
Colorado	Superv. Serv. for Child	3240-4680	4392-6000	1152	35.5	1320	28.2		2 Yr. GrS	2 Yr. GrS	
Connecticut	Case Superv. (Ch. Welf.)	3180-3900	4020-5460	840	26.4	1560	40.0		Gr. S.		Exp may be subst yr for yr for requ educ
	Ch. Welf. Superv.	3480-4380	4440-6360	960	27.6	1980	45.2		Gr. S.		
	Prin. Ch. Welf. Superv.	4440-5400	5160-7080	720	16.2	1680	31.1		Gr. S.		
Idaho	Dist. Ch. Welf. Consult.	3900-4620	4560-5520	660	16.9	900	19.5		2 Yr. GrS	2 Yr. GrS	
Illinois (Downstate)	Ch. Welf. Superv. I		3024-4800						2 Yr. GrS		Educ may be subst for empl exp
	Ch. Welf. Superv. II		3600-5520						2 Yr. GrS		
Indiana	Ch. Welf. Serv. Supervisor XII	3300-4800	4200-6120	900	27.3	1320	28.5		2 Yr. GrS	2 Yr. GrS	
Iowa	Ch. Welf. Wkr IV	2940-3420	3420-4140	480	16.3	720	21.1		2 Yr. GrS	1 Yr. GrS	*
	Ch. Welf. Wkr V	3240-3720	3600-4320	360	11.1	600	16.1		2 Yr. GrS	1 Yr. GrS	*
Kansas	Fld. Rep. (Ch. Welf.)	3180-3900	3888-4980	708	22.3	1080	27.7		2 Yr. GrS	1 Yr. GrS	

* May substitute specified employment for an equal amount of the required education.

TABLE V

TABLE V

Series: Child Welfare Supervisor

State	Position Title	Salary Range (August)		Increase (August, 1954)				Note	Educational Requirements		
		1950	1954	1950 (August)		Maximum			High	Low	Comment
				Ant.	%	Ant.	%				
Louisiana	Ch.Case Superv.I	2820-4020	3900-5100	1080	38.3	1080	26.9		2 Yr. GrS	*	Additional cred at all levels for grad training in SW in acored SSW
	Ch.Case Superv.II	2700-4500	4200-5400	1500	55.5	900	20.0		2 Yr. GrS	1 Yr.GrS	
	Ch.Case Superv.III	3600-4800	4800-6000	1200	33.3	1200	25.0		2 Yr.GrS	1 Yr. GrS	
	Ch. Services Superv		6000-7500						2 Yr.GrS	1 Yr. GrS	
Michigan	Ch.Welf.Admin.III	4020-4740	5199-6682	1179	29.3	1942	41.0		2 Yr.GrS.	22hrGrS	
Minnesota	Soc. Wk Superv.I	2520-4320	4140-5640	1620	64.3	1320	30.5	1/			
	Soc. Wk Superv.II	3000-4800	4500-6120	1500	50.0	1320	27.5				
	Soc. Wk Superv.III	3420-5580	4920-6720	1500	43.9	1140	20.4				
Montana	Ch. Welf. Consult.	3060-3660	4260-5280	1200	39.2	1620	44.3		2 Yr.GrS		
New Hampshire	Superv.,Ch. Welf.	3120-3480	4558-5457	1438	46.1	1977	56.8				
New Mexico	Dist.Ch.Welf.Superv	3240-4020	4380-5460	1140	35.2	1440	35.8		2 Yr.GrS	1 Yr. GrS	
New York	Case Superv. B(ChWelf)		3200-4500						H. S.	H. S.	(Grad study may be subst for experience Nassau, Onondaga & Westch Cys
	Case Superv.A(ChWelf)		3600-4200						H. S.	H. S.	requ college grad

* May substitute specified employment for an equal amount of the required education.

1/ Minnesota does not differentiate in classification between public assistance and child welfare supervisors. Both are classified as Social Work Supervisor.

SALARY RANGES FOR SPECIFIED PROFESSIONAL POSITIONS IN SELECTED PUBLIC WELFARE AGENCIES

TABLE V

Series: Child Welfare Supervisor

State	Position Title	Salary Range (August)		1950 (August) 1954				Note	Educational Requirements			Comment
		1950	1954	Minimum		Maximum			High	Low		
				Amt.	%	Amt.	%					
North Dakota	Ch. Welf. Consultant	3900-4860	4500-5580	600	15.4	720	14.8	2 Yr. GrS	2 Yr. GrS			
	Ch. Welf. Superv. I	3960-4800	4320-5280	360	9.1	480	10.0	2 Yr. GrS	*			
	Ch. Welf. Superv. II	4560-5520	5040-6000	480	10.5	480	8.7	2 Yr. GrS	*			
Oklahoma	Dist. Ch. Welf. Superv.	3000-3720	4080-5040	1080	36.0	1320	35.5	2 Yr. GrS	1 Yr. GrS			
Oregon	Ch. Welf. Superv. I	3000-3720	3708-4548	708	23.6	828	22.2	1 Yr. GrS	*			
	Ch. Welf. Superv. II	3360-4200	4200-5112	840	25.0	912	21.7	5 Qtr. GrS	*			
	Ch. Welf. Superv. III	3720-4560	4728-5724	1008	27.1	1164	25.5	2 Yr. GrS	1 Yr. GrS			
	Ch. Welf. Executive	4200-5160	5304-6384	1104	26.3	1224	23.7					
Pennsylvania	Dir. Ch. Welf. Serv. Class III		3666-3882					2 Yr. GrS	4 Yr. Coll.		Educ may be subst for min exp requ.	
	Dir. Ch. Welf. Serv. Class II		3882-4260					2 Yr. GrS	1 Yr. GrS			
	Dir. Ch. Welf. Serv. Class I		4260-5058					2 Yr. GrS	1 Yr. GrS			
Rhode Island	Case Work Superv. (Ch. Welf)	3000-3720	3810-4620	810	27.0	900	24.2	2 Yr. GrS	*			
	Sr. Case Work Superv (Ch. Welf)	3360-4080	4140-5100	780	23.2	1020	25.0	2 Yr. GrS	*			
South Carolina	Case Work Superv. (Ch. Welf)	2220-2700	3225-3705	1005	45.3	1005	37.2	2 Yr. GrS	1 Yr. GrS			

* May substitute specified employment for an equal amount of the required education.

TABLE V

TABLE V

Series: Child Welfare Supervisor

State	Position Title	Salary Range (August)		Increase (August) 1954		N o t e	Educational Requirements	
		1950	1954	Minimum Amt.	Maximum %		High	Low
				Amt.	%			
South Dakota	Ch.Welf.Consult.	3240-3840	3900-4500	660	20.4	17.2	2 Yr.GrS	1 Yr.GrS
Texas	County Ch.Welf. Superv. I	3240-4116	4020-4656	780	24.1	13.1	2 Yr.GrS	1 Yr.GrS
Virginia	Ch.Welf.Superv.	2700-4200	3000-5100	300	11.1	21.4	1 1/2 Yr.GrS	1 1/2 Yr.GrS
Washington	Ch.Welf.Superv. Trainee		3840-4560				4 Yr.Coll.	4 Yr.Coll.
West Virginia	Ch.Welf.Superv.I	3432-4116	4188-4968	756	22.0	20.7	2 Yr.GrS	1 Yr.GrS
	Ch.Welf.Serv. Superv. V		4968-5904				2 Yr.GrS	1 Yr.GrS
Wisconsin	Asst. Dist. Ch. Welf. Superv.	2460-3180	3000-3720	540	22.0	16.5	2 Yr.GrS	1 Yr.GrS
	Dist. Ch.Welf. Superv.	2820-3780	3300-4260	480	17.0	12.7	2 Yr.GrS	1 Yr.GrS
Hawaii	Soc.Wk Superv. I (State)	4550-5390	4880-5660	330	7.3	5.0	2 Yr.GrS	2 Yr.GrS
	Ch.Welf.Services Admin. I	4015-4785	4200-4950	185	4.6	3.4		
	Ch.Welf.Services Admin. II	4385-5185	4600-5350	215	4.9	3.2		

* May substitute specified employment for an equal amount of the required education.

TABLE VI

Series: County Director									
State	Position Title	Salary Range (August)		Increase 1950 - 1954 (August)				Educational Requirements	
		1950	1954	Minimum		Maximum		High	Low
				Amt.	%	Amt.	%		
Alabama	County Welf. Dir. I	2580-3480	3360-4320	780	30.2	840	24.1		
	County Welf. Dir. IV	4800-5196	4800-6000	-	-	804	15.5		
Arizona	County Dir. I	2760-3360	3792-4392	1032	37.3	1032	30.7	4 Yr. Coll.	**
	County Dir. II	3000-3600	3984-4608	984	32.8	1008	28.0	1 Yr. GrS	**
	County Dir. III	3540-4260	4288-4836	748	21.1	576	13.5	1 Yr. GrS	**
Arkansas	County Dir. III		2520-3060					4 Yr. Coll.	1 Yr. Coll.
	County Dir. II		2640-3240					4 Yr. Coll.	2 Yr. Coll.
California (county dept.)	County Welf. Dir I	2412-3564 2/	2880-3584 1/					4 Yr. Coll.	*
	County Welf. Dir II	3024-4462 2/	3968-4668 1/					1 Yr. GrS	*
	County Welf. Dir III	3600-5568 2/	4680-5820 1/					2 Yr. GrS	*
	County Welf. Dir IV	4380-6384 2/	5604-6888 1/					2 Yr. GrS	*
	County Welf. Dir V	5100-7692	7128-8796					2 Yr. GrS	*
Colorado	Welf. Dir. I	1920-2700	2688-3660	768	40.0	960	35.5	1 Yr. GrS	* H.S.
	Welf. Dir. II	2100-3300	3216-4392	1116	53.1	1092	33.1	1 Yr. GrS	* H.S.
	Welf. Dir. III	2700-4170	3840-5256	1140	42.2	1086	26.0	1 Yr. GrS	* 2 Yr. Coll.
	Welf. Dir. IV	4380-6720	6000-8100	1620	37.0	1380	20.5	2 Yr. GrS	1 Yr. GrS
Connecticut	Dist. P.A. Supervisor	3480-4380	4440-6360	960	27.6	1980	45.2	GrS	* Exp may be subst yr for yr for requ educ
	Dist. Dir. Welf. Grade I		5760-8160					2 Yr. GrS	*
	Dist. Dir. Welf. Grade II		6540-8940					2 Yr. GrS	*

* May substitute specified employment for an equal amount of the required education.

** May substitute six months of in-service experience for each year of the required education.

1/ Average salary range. (Weighted).

2/ Full range.

TABLE VI

Series: County Director

State	Position Title	Salary Range (August)		Increase 1950 - 1954			Educational Requirements		
		1950	1954	Minimum Amt.	%	Maximum Amt.	High	Low	Comment
Florida	Dist. Welfare Worker	3300-3900	4200-4800	900	27.3	900	2 Sem. GrS	2 Yr. Coll.	
Idaho	County Dir. I	3120-3600	3840-4560	720	23.1	960	1 Yr. GrS	*	
	County Dir. II	3360-3840	4140-4860	780	23.2	1020	1 Yr. GrS	*	
Illinois (Downstate)	Pub. Aid Supt. I		2760-3120				1 Yr. GrS		Educ may be subst for empl exp
	Pub. Aid Supt. II		3312-5040				1 Yr. GrS	*	
	Pub. Aid Supt. III		3600-5520				4 Yr. Coll	*	
Indiana	County Welf. Dir. VI	2100-3300	2400-3900	300	14.3	600	4 Yr. Coll	*	
	County Welf. Dir. VIII	2700-3900	3000-4500	300	11.1	600	2 Yr. GrS	*	
	County Welf. Dir. X	3300-4800	3600-5520	300	9.1	720	2 Yr. GrS	*	
	County Welf. Dir. XIII	4200-5700	4500-6420	300	6.3	720	2 Yr. GrS	*	
	County Welf. Dir. XVII	4800-6300	6000-8400	1200	25.0	2100	2 Yr. GrS	2 Yr. GrS	
	County Dir. I	2340-2820	2760-3240	420	17.9	420	4 Yr. Coll	4 Yr. H.S.	*
Iowa	County Dir. II	2640-3120	3060-3780	420	15.9	660	1 Yr. GrS	4 Yr. H.S.	*
	County Dir. III	3060-3540	3420-4140	360	11.8	600	2 Yr. GrS	4 Yr. H.S.	*
	County Dir. IV	3300-4020	3900-4620	600	14.9	600	2 Yr. GrS	4 Yr. H.S.	*
	Welf. Dir. Class IV	2340-3240	2772-4092	432	18.5	852	1 Yr. GrS	*	
Kansas	Welf. Dir. Class III	2640-3660	3048-4512	408	15.5	852	1 Yr. GrS	*	
	Welf. Dir. Class II	2940-4020	3360-4980	420	14.3	960	2 Yr. GrS	*	
	Welf. Dir. Class I	3300-4380	4092-6060	792	24.0	1680	2 Yr. GrS	*	

* May substitute specified employment for an equal amount of the required education.

TABLE VI

Series: County Director

State	Position Title	Salary Range (August)		Increase 1950 - 1954 (August)			Educational Requirements		Comment
		1950	1954	Minimum Amt.	%	Maximum Amt.	High	Low	
				Amt.	%	Amt.			
Louisiana	Pub. Welf. Dir. I	3000-4200	3900-5100	900	30.0	900	1 Yr. GrS	*	Also Grades IV & V
	Pub. Welf. Dir. II	3300-4500	4200-5400	900	27.3	900	2 Yr. GrS	*	
	Pub. Welf. Dir. III		4500-5700				2 Yr. GrS	*	
Maryland	Dir. Loc. Welf. Dp. III	2530-3165	4265-5115	1735	68.2	1950	2 Yr. GrS	4 Yr. Coll.	
	Dir. Loc. Welf. Dp. II	2860-3575	4759-5719	1899	66.4	2144	2 Yr. GrS	1 Yr. GrS	
	Dir. Loc. Welf. Dp. I	3410-4265	5021-6021	1611	47.2	1755	2 Yr. GrS	1 Yr. GrS	
	Dir. Loc. Welf. Dp. A	3600-4500	5588-6703	1988	55.2	2203	1 Yr. GrS	1 Yr. GrS	
Michigan	Soc. Wk. Admr. I	2940-3420	3884-4823	944	32.1	1403	4 Yr. Coll	2 Yr. Coll	Additional cred at all levels for grad trng in SW in accred SSW
	Soc. Wk. Admr. II	3540-4020	4510-5471	970	27.4	1451	4 Yr. Coll	2 Yr. Coll	
	Soc. Wk. Admr. IIIA		4782-5951				2 Yr. GrS	4 Yr. Coll	
	Soc. Wk. Admr. V	6060-7260	7621-9793	1561	25.6	2533	4 Yr. Coll	4 Yr. Coll	
	Soc. Wk. Admr. VI	8280-10080	9396-11609	1116	13.5	1529	4 Yr. Coll	4 Yr. Coll	
Minnesota	Exec. Sec. I	2400-3900	4140-5640	1740	72.5	1740			
	Exec. Sec. II	2640-4440	4500-6120	1860	70.5	1680			
	Exec. Sec. III	3060-4860	4920-6720	1860	60.8	1860			
	Exec. Sec. IV	4680-7140	8040-11160	3360	71.8	4020			
Montana	County Superv. I	2460-2820	3600-4440	1140	46.3	1620	1 Yr. GrS	2 Yr. Coll	
	County Superv. II	2580-3060	3780-4680	1200	46.5	1620	2 Yr. GrS	2 Yr. Coll	
Nebraska	County Dir. IV	1920-2580	2040-3540	120	6.3	960	4 Yr. Coll	H.S.	Exp is first requ for which coll may be subst yr for yr
	County Dir. III	2280-3120	2640-4560	360	15.8	1440	4 Yr. Coll	H.S.	
	County Dir. II	2700-3600	3000-5280	300	11.1	1680	4 Yr. Coll	H.S.	
	County Dir. I	5400-6900	5580-9780	180	3.3	2880	2 Yr. GrS	4 Yr. Coll	

* May substitute specified employment for an equal amount of the required education.

TABLE VI

Series: County Director

State	Position Title	Salary Range (August)		Increase 1950 - 1954		N		Educational Requirements	
		1950	1954	Minimum	Maximum	Amt.	%	High	Low
				Amt.	Amt.				
New Hampshire	Dist. Off. Superv.	2400-2760	3580-4300	1180	1540		49.2	55.8	
New Mexico	County Dir. I	2400-3000	3480-4380	1080	1380		45.0	46.0	1 Yr. GrS
	County Dir. IV	3360-4200	4140-5160	780	960		23.2	22.9	2 Yr. GrS
North Carolina	County Supt. III	2760-3480	3120-4500	360	1020		13.0	29.3	18 mo. GrS
	County Supt. II	3240-4500	3600-6000	360	1500		11.1	33.3	18 mo. GrS
	County Supt. I	4140-6000	4500-6240	360	240		8.7	40.0	18 mo. GrS
	Exec. Sec. I	2580-3660	3000-4380	420	720		16.3	19.7	4 Yr. Coll
North Dakota	Exec. Sec. II	2880-3960	3360-4740	480	780		16.7	19.7	4 Yr. Coll
	Exec. Sec. III		3720-5940						4 Yr. Coll
Ohio	County Welf. Dir. V	1980-2700	2304-2760	324	60		16.4	2.2	
	County Welf. Dir. I	7200-8640	7920-9420	720	780		10.0	9.0	
Oklahoma	County Dir. V	2160-2700	2880-3540	720	820		33.3	30.4	4 Yr. Coll
	County Dir. CI I	2880-3540	3720-4680	840	1120		29.2	31.6	1 Yr. GrS
Oregon	County Welf. Adm. I	2880-3600	3552-4368	672	768		23.3	21.3	4 Yr. Coll
	County Welf. Adm. II	3240-4080	4032-4920	792	840		24.4	20.6	2 Yr. Coll
	County Welf. Adm. III	3720-4560	4728-5724	1008	1164		21.1	25.5	2 Yr. GrS
	County Welf. Adm. IV	4560-5520	5724-6840	1164	1320		25.5	24.0	2 Yr. Coll
Pennsylvania	Exec. Dir. Class. VII		3666-3882						3 Yr. Coll
	Exec. Dir. Class. VI		3882-4260						1 Yr. GrS
	Exec. Dir. Class. V		4260-5058						2 Yr. GrS
	Exec. Dir. Class. IV		5058-5652						2 Yr. GrS

* May substitute specified employment for an equal amount of the required education.

Educ may be
subst for min
exp requ.

TABLE VI

State	Position Title	Series: County Director		Increase 1950 - 1954 (August) of				Educational Requirements		
		Salary Range (August)		Minimum		Maximum		High	Low	Comment
		1950	1954	Amt.	%	Amt.	%			
Rhode Island	Chief P.A. Supt. (& Chief Casewk. Sup Chm)	4140-5100	5100-6360	960	23.2	1260	24.7	2 Yr. GrS	*	
South Carolina	County Dir. Class III		3485-3965					1 Yr. GrS	4 Yr. Coll.	
	County Dir. Class II	2200-2700	3745-4225	1545	70.2	1525	56.5	2 Yr. GrS	1 Yr. GrS	
	County Dir. Class I	2340-2820	4070-4550	1730	73.9	1730	61.3	2 Yr. GrS	1 Yr. GrS	
South Dakota	County Dir. I	2400-3000	3060-3720	660	27.5	720	24.0	1 Yr. GrS	*	
	County Dir. III	2880-3480	3360-4080	480	16.7	600	17.5	2 Yr. GrS	*	
	County Dir. IV		3720-4380					2 Yr. GrS	*	
Utah	County Dir. III	2520-3000	3360-4080	840	33.3	1080	36.0	4 Yr. Coll	4 Yr. Coll	(GS approved; exp may be subet for GS)
	County Dir. IV	2820-3360	3720-4440	900	31.9	1080	32.1	4 Yr. Coll	4 Yr. Coll	
Virginia	Superint. A	2100-3000	2760-4200	660	31.4	1200	40.0	1 Yr. GrS*	4 Yr. Coll.	
	Superint. B	2580-4200	3000-5100	420	16.3	900	21.4	1 1/2 GrS *	4 Yr. Coll.	
	Superint. C	3600-6000	4200-6600	600	16.7	600	10.0	2 Yr. GrS*	4 Yr. Coll.	
Washington	County Adm. I	3000-3720	4188-4968	1188	39.6	1248	33.5	1 Yr. GrS	4 Yr. Coll.	
	County Adm. IV	5100-6360	6444-7668	1344	26.3	1308	20.6	1 Yr. GrS	4 Yr. Coll.	
West Virginia	County Dir.	2100-2580	2940-3420	840	40.0	840	32.6	4 Yr. Coll	*	
Wisconsin	Director II	2340-3780	3240-4500	900	38.5	720	19.0	1 Yr. GrS	4 Yr. Coll.	
	Director III	2640-4080	3600-4860	960	36.3	780	19.1	2 Yr. GrS	4 Yr. Coll.	
Puerto Rico	Soc. Wk. Dir. I	3600-4500	4200-5160	600	16.7	660	14.7			
	Soc. Wk. Dir. II	4200-5400	4800-5700	600	14.3	300	5.4			

* May substitute specified employment for an equal amount of the required education.
 3/ Utah revised its compensation plan upward on December 1, 1954.

TABLE VII

Series: Field Representative/Area supervisor/or equivalent title

State	Position Title	Salary Range (August)		Increase 1950 - 1954 (August)		N o t e	Educational Requirements	
		1950	1954	Minimum Amt.	Maximum Amt.		High	Low
Arizona	Dist. Superv.	3240-3480	4392-5076	1152	35.6	1596	45.9	2 Yr. GrS *
Arkansas	Field Superv.		3360-4080					1 Yr. GrS 4 Yr. Coll.
California (State Dept.)	Dist. Represent.	4512-5496	5772-7008	1260	27.9	1512	27.5	
Connecticut	Sr. P.A. Superv.	3780-5040	5160-7080	1380	36.5	2040	40.5	Exp may be subst yr for yr for requ training
	Princ. P.A. Superv.	5280-6480	5760-8160	480	9.1	1680	26.0	
Florida	Dir. of Dist. Adm.	4560-5400	5400-6600	840	18.4	1200	22.2	2 Yr. GrS 1 Yr. GrS
Idaho	District Superv.	3900-4620	4560-5520	660	16.9	900	19.5	1 Yr. GrS 1 Yr. GrS
Illinois	Pub. Aid. Repr. IV	3600-5280	4320-6600	720	20.0	1320	25.0	4 Yr. Coll *
Kansas	Sup. of Field Ser. (Pub. Aid)	3600-4320	4296-5496	696	19.3	1176	27.2	2 Yr. GrS 1 Yr. GrS
Louisiana	Welf. Field Repr.	3600-4800	4800-6000	1200	33.3	1200	25.0	2 Yr. GrS 1 Yr. GrS
Maryland	Fld. Superv. Ch. Agcy & Institutions		5588-6703					2 Yr. GrS 2 Yr. GrS
	Fld. Superv., PW	3850-4815	5966-7156	2116	55.0	2341	48.6	2 Yr. GrS 2 Yr. GrS
Michigan	SW Admin. III	4020-4740	5199-6682	1179	29.3	1942	41.0	4 Yr. Coll 3 Yr. Coll
								Additional cred at all levels for grad trng in SW in accred SSW

* May substitute specified employment for an equal amount of the required education.

TABLE VII

Series: Field Representative/Area supervisor/or equivalent title

State	Position Title	Salary Range (August)		Increase 1950 - 1954 (August)			Educational Requirements		
		1950	1954	Minimum Amt.	Maximum Amt.	%	High	Low	Comment
Montana	State Fld. Superv. #	3300-3900	4260-5280	960	1380	29.1	35.4		
Nebraska	State Fld. Superv.	3000-3900	3180-4320	180	420	6.0	10.8	4 Yr. Coll	2 Yr. Coll
New Hampshire	Fld. Superv. Welf.	2760-3120	3910-4783	1150	1663	41.7	53.3		
New Mexico	Dist. PA Superv.	3240-4020	4380-5460	1140	1440	35.2	35.8	2 Yr. GrS	1 Yr. GrS
New York	Superv. of Soc. Wk. (Pub. Aid)		4425-5313					4 Yr. Coll	4 Yr. Coll
	Superv. of Soc. Wk. (Ch. Welf)		4425-5313					1 Yr. GrS	4 Yr. Coll.
North Carolina	Pub. Welf. Fld. Rep.		4656-5664					18 mo. GrS	9 mo. GrS
North Dakota	Dist. Represent.	3240-4140	4080-5100	840	960	25.9	23.2		
Ohio	Welf. Dist. Repr.	3960-4800	4320-5280	360	480	9.1	10.0	GrS	Amt not spec
Oklahoma	Field Represent.	3000-3720	4080-5040	1080	1500	36.0	40.3	1 Yr. GrS	4 Yr. Coll.
Pennsylvania	Field Represent.	4176-4668	5058-5652	882	984	21.1	21.1	2 Yr. GrS	Educ may be subst for min exp requ
	Sr. Field Repr.	4668-5196	5652-6294	984	1098	21.1	21.1	2 Yr. GrS	*
South Carolina	Field Superv.	3060-3600	4140-4680	1080	1080	35.3	30.0	2 Yr. GrS	1 Yr. GrS

* May substitute specified employment for an equal amount of the required education.

Chief of Field Services is a higher grade.

TABLE VII

Series: Field Representative/Area supervisor/or equivalent title

State	Position Title	Salary Range (August)		Increase 1950 - 1954 (August)			Educational Requirements		
		1950	1954	Minimum Amt.	Maximum Amt.	%	High	Low	Comment
South Dakota	State Superv.	3240-3840	3900-4500	660	660	20.4	2 Yr. GrS	*	
Texas	Fld. Represent.	3216-4056	4020-4596	804	540	25.0	3 Sem GrS	H.S.	
Virginia	PW Superv. B	3336-4200	4128-5160	792	960	23.7	1 Yr. GrS	4 Yr. Coll.	
Washington	Ch. Welf. Repr. P.Welf.Fld. Superv.	3900-4800	4968-5904 5412-6444	1512	1644	38.8	2 Yr. GrS 2 Yr. GrS	1 Yr. GrS 1 Yr. GrS	
Wisconsin	Soc.Wk.Superv. I Soc.Wk.Superv. II	4550-5390 4970-5870	4880-5660 5480-6500	330 510	270 630	7.3 10.3	2 Yr. GrS 2 Yr. GrS	1 Yr. GrS 1 Yr. GrS	
Hawaii	Pub. Assist.Exec.	6080-7080	6400-7400	320	320	5.3	2 Yr. GrS	*	

This Schedule was designed by Russell H. Kurtz, Director of Publications, American Association of Social Workers.

* May substitute specified employment for an equal amount of the required education.

SALARIES IN VOLUNTARY SOCIAL WORK AGENCIES

The information included in this section on salaries in voluntary social work agencies is woefully inadequate and miscellaneous in nature. Since it is the only information available, it is presented, however, for such use as it may have for those who wish as much data as possible about salaries in the voluntary field.

NATIONAL SOCIAL WELFARE ASSEMBLY STUDY The Subcommittee on Salaries of the Committee on Personnel of the National Social Welfare Assembly conducted a study of salary trends since 1950, based on data its member organizations had compiled on salaries for beginning and executive positions. ^{1/} Materials analyzed consisted of eight studies in group work (including recreation), eight studies in casework, and two studies in community organization.

The Subcommittee considers it "extremely risky to draw any conclusions either as to trends or current levels of salaries for entrance positions or for executives", because of 1) scarcity of current salary data, 2) the lack of comparative data for 1950, 3) the variation in salaries from organization to organization, 4) lack of consistency in reporting salary ranges as differentiated from actual salaries of workers currently employed, 5) variations in salary with region and size of community, which may bias the findings of particular studies, and 6) lack of representativeness of member organizations as a reflection of the entire social work field. With these reservations, certain findings were presented as summarized below.

For group work, average (median) salaries for beginning jobs in 1953 or 1954 varied among organizations (or studies) from \$2800 to \$4221. Average salaries in 4 of the organizations fell within a range of \$2800 to \$3200 and average salaries in the other 3 studies for which an average was shown ranged from \$3700 to \$4200. (The organization with the lowest average was one reporting 1954 data.) For executives median salaries ranged among organizations from \$4300 to \$8250 a year. ^{2/} Median annual salaries in 4 organizations fell within a range of \$5100 to \$5800 annually.

The only salary figures in the casework field that the Committee considered usable were: an average (median) actual salary of \$3954 for caseworkers employed by member agencies of the Family Service Association of America; an entrance salary of \$4205 reported by the Veterans Administration for medical and psychiatric social workers; and a median salary of \$5750 for executives in F.S.A.A. affiliates.

In community organization, a wide range of positions are entitled "executive." One study showed median salaries of \$7200 and \$7750 for two groups of executives with different responsibilities. The other study in this field showed an average of \$9770 for executives.

Data from three studies that included comparative information for 1950 and 1954 indicated an increase of about 20 to 25% for at least one of the two positions studied. This increase was roughly the same as the increase in the weekly earnings of factory workers and of office workers in a group of cities studied by the Bureau of Labor Statistics.

A NATIONAL VOLUNTARY CASEWORK AGENCY Table VIII gives salary information supplied by a national voluntary casework agency. The median salary of local executives moved from the \$3500 to \$4000 bracket in 1950 to nearly \$5000 in 1954, with the highest executive salary reported in the later year, \$11,000. The median for supervisors reported in 1954 exceeded \$5000, and that for caseworkers with graduate professional education was close to \$4000.

^{1/} Report of Subcommittee on Salaries, National Social Welfare Assembly, New York, 1955.

^{2/} Lower salaries were reported in two agencies but the data were considered questionable.

Salaries for Selected Positions in a National Voluntary Casework Agency

Salary	Executives		Supervisors	Caseworkers
	1950	1954	December 31, 1954	December 31, 1954
Under \$3000	24	1	-	3
\$3000 and under 3500	15	6	1	13
\$3500 " " 4000	14	9	6	24
\$4000 " " 4500	21	16	6	24
\$4500 " " 5000	12	18	6	20
\$5000 " " 5500	14	12	12	2
\$5500 " " 6000	-	7	4	-
\$6000 and over	-	21	3	-
Total	100	90	32	96

A NATIONAL VOLUN-
TARY GROUP WORK
AGENCY

The agency, whose salaries are reported in Table IX below, recommends as educational qualifications graduation from an accredited college. It also stipulates that graduate professional education is essential for carrying administrative and supervisory positions and for professional advancement. Categories I and II are executive level, category III is advanced and category IV is the beginning level.

TABLE IX

National Voluntary Group Work Agency Salaries: 1950 and 1954

Category	1950 (89% reporting)		1954 (95% reporting)	
	Median	High	Median	High
I	3700	9200	4437	10,548
II	3446	5200	4300	6,800
III	2750	4500	3400	6,350
IV	2600	3500	3096	4,740

FAMILY SERVICE
ASSOCIATION OF
AMERICA

The median beginning salary for graduate caseworkers in affiliates of the Family Service Association of America rose from \$2700 in 1950 to \$3350 in 1955, the latest figure on actual caseworker salaries being \$3953 in 1954. Actual salaries for executives, which showed a median of \$4600 in 1950, \$5750 in 1954 and \$6000 in 1955, vary markedly with size of community as illustrated by the 1955 medians of \$5100 in agencies serving communities of under 100,000 and \$9200 in agencies serving communities of half a million or over. ^{1/}

^{1/}Salary Report: 1955, Family Service Association of America, N.Y., February 1955.

JOBS IN SOCIAL WORK Table X, below, prepared by the Social Work Vocational Bureau on the basis of vacancies reported to it during 1954, provides useful information on salaries offered both in the public and voluntary field for persons who have had professional preparation.

TABLE X ^{1/}

Salary ranges and/or highest appointment salary as reported in 1023 entries published in Jobs in Social Work during the year 1954.

Geographical Area *	Family & Children's Services		Medical Social Work		Psychiatric Social Work		Group Work		Summary
	Exec. Sup.	Case Worker	Exec. Sup.	Case Worker	Exec. Sup.	Case Worker	Exec. Sup.	Group Worker	
NEW ENGLAND									
Entries	17	82	3	2	-	23	3	1	131
Salary Range	\$3500	\$2400	\$3588	\$3000	-	\$3160	\$3000	\$4000	\$2400 ^a
Highest App't Salary	\$5410	\$5600	\$4004	\$4980	-	\$5880	\$5200	\$4500	\$5880
	\$4500	\$4500	-	\$3600	-	-	\$4600	-	\$4600
MID. ATLANTIC									
Entries	33	151	4	13	3	49	7	6	266
Salary Range	\$3200	\$2700	\$3300	\$3200	\$5346	\$3000	\$3000	\$3100	\$2700 ^b
Highest App't Salary	\$6500	\$5200	\$5000	\$5000	\$6606	\$5460	\$4600	\$4566	\$6606
	\$5500	\$5000	\$5000	\$4500	-	\$5460	\$5000	\$4000	\$5500
CENTRAL									
Entries	57	209	8	16	14	44	7	5	360
Salary Range	\$3660	\$2970	\$4000	\$3120	\$4260	\$3000	\$3400	\$3600	\$2970 ^c
Highest App't Salary	\$8000	\$6800	\$5280	\$4740	\$6600	\$6681	\$6000	\$4720	\$8000
	\$8700	\$5350	\$5100	\$4200	\$4800	\$5400	\$5500	\$4440	\$8700
WEST & S. WEST									
Entries	16	100	8	16	8	24	-	-	172
Salary Range	\$4188	\$3120	\$4968	\$3000	\$4000	\$3300	-	-	\$3000 ^d
Highest App't Salary	\$7008	\$5520	\$5904	\$5500	\$6480	\$6480	-	-	\$7008
	\$5700	\$4938	\$4500	\$4400	\$5000	\$6000	-	-	\$6000
SOUTH									
Entries	12	62	-	10	-	9	1	-	94
Salary Range	\$4000	\$2700	-	\$3092	-	\$3600	not given	-	\$2700 ^e
Highest App't Salary	\$6000	\$5500	-	\$4400	-	\$4616	-	-	\$6000
	\$4800	\$4400	-	\$3536	-	\$5000	\$4000	-	\$5000
SUMMARY									
Entries	135	604	23	57	25	149	18	12	1023
Salary Range	\$3200	\$2400	\$3300	\$3000	\$4000	\$3000	\$3000	\$3100	\$2400
Highest App't Salary	\$8000	\$6800	\$5904	\$5500	\$6606	\$6681	\$6000	\$4720	\$8000
	\$8700	\$5350	\$5100	\$4500	\$5000	\$6000	\$5500	\$4440	\$8700

a. Casework training required but MS degree not specified. Minimum for MS degree \$2850.

b. MS degree required - salary range being reevaluated.

c. MS degree required.

d. MS degree required.

e. One year social work school required. Minimum for MS degree \$3000.

* States represented in the geographical divisions

New England - Conn., Me., Mass., N. H., R. I., Vt.

Middle Atlantic - Del., D. C., Md., N. J., N. Y., Pa.

Central - Ill., Ind., Iowa, Kan., Ky., Mich., Minn., Mo., Nebr., Ohio, N. Va., Wisc.

West and Southwest - Ark., Ariz., Cal., Colo., Nev., Okla., Ore., Texas, Wash.

South - Ala., Fla., Ga., La., N. C., S.C., Tenn., Va.

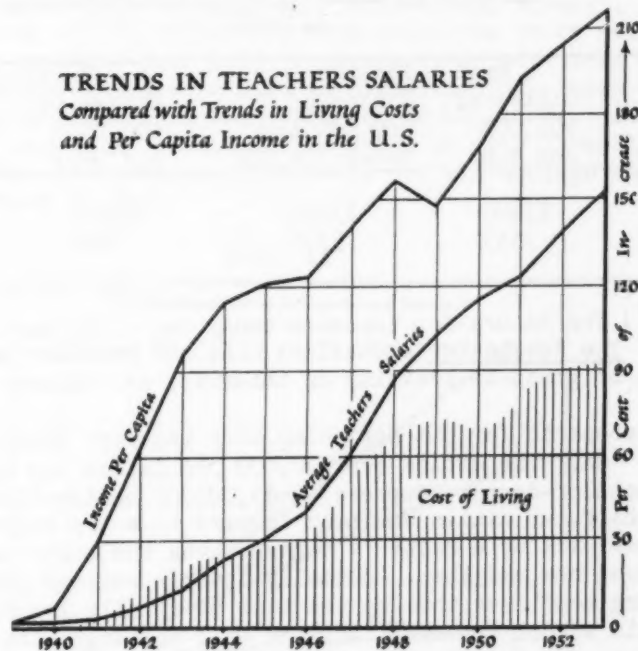
ELEMENTARY AND
SECONDARY
SCHOOL SALARIES

A conclusion similar to that enunciated in the Newsletter of The Cooperative Bureau for Teachers in their February, 1955 issue,^{1/} following the chart below, is applicable to the above findings:^{1/}

Chart I

TRENDS IN TEACHERS' SALARIES

R. L. COLLINS, Superintendent of Schools, Manhasset, New York



"Teachers' salaries have caught up with the cost of living all over the country and in some states have pulled well ahead of it. This does not mean that teachers are necessarily well paid, but it does mean that they can go out and buy more in 1954 than they could in 1939. In fact, teachers in the median state can buy fifty per cent more today than they could fifteen years ago. It should be pointed out, however, that teachers' salaries in 1939 were relatively low in comparison with skilled occupations." ^{2/}

"The National Education Association reports ^{3/}three trends in salaries in public school systems since 1930, that may well have parallels in social work: 1) reduction in the differentials in salaries paid in communities of different size, 2) closing of the wide gap between median salaries of classroom teachers and school administrators, and 3) reduction in the differentials between salaries of different types of classroom teachers.

^{1/} Kenneth E. Oberholtzer, "Teaching in Public Schools", The Cooperative Bureau for Teachers Newsletter, February, 1955, p. 10.

^{2/} Ibid.

^{3/} "Salaries in Urban School Systems, 1954-55", NEA Journal, Vol. 44, No. 5, May, 1955, p. 285-6.

Prevailing salaries as compiled by the National Education Association may be of interest for comparison with practitioner salaries in social work. At the opening of the 1954-55 school year, the median salary of classroom teachers was \$5287 in cities of 500,000 and over, \$4213 in cities of 100,000 and under 500,000, dropping to \$3613 in communities of 2500 to 5000 population. Salary ranges in large cities are summarized in Table **II**.

TABLE **II**

Salary Ranges for Classroom Teachers
1954-55

Level of Training	Median Minimum		Median Maximum	
	Cities of 500,000 and over	Cities of 100,000 and under 500,000	Cities of 500,000 and over	Cities of 100,000 and under 500,000
4 years	\$3400	\$3194	\$5540	\$5035
Masters	3553	3375	5800	5344

The future for teachers today has a far more hopeful aspect than it did in 1950. The Newsletter emphasizes this and provides an interesting comment on the influence of graduate training on salaries, as follows:

"The salary prospects for the beginning city teachers show slow but steady improvement. Half the cities over 30,000 population are starting inexperienced bachelor-degree teachers at \$3,000 or better this year. New teachers in half our cities can look forward to a top salary of at least \$5,000 if they pick up a master's degree along the route and take extra college courses now and then. Actually today's college graduate can enter teaching confident that by the time he finally reaches the scheduled maximum in his school system it will be well above what it is today. The past ten years of progress give real hope for the future. Starting salaries have been raised to meet the competition for inexperienced teachers. Since there is a large turnover among single women, school districts estimate that only a small number go up the scale to the top, thus resulting in lower average salaries. Well-supported districts, however, continue to engage mature experienced teachers.

"Differentials for graduate training are more attractive than ever, but they still fail to recognize the high cost of acquiring such training. For cities over 30,000 population, median salaries for master's-degree teachers are about \$300 above those for bachelor's degree teachers this year. In the median city, teachers at the sixth or seventh year (doctorate) levels earned around \$900 more than their bachelor's-degree colleagues. Much of the latter difference is doubtless due to longer service by the better trained group." ^{1/}

Of even greater importance, perhaps, is the conclusion re salaries reached in the peroration of this same article. "Better organized, better led, better financed and better informed teachers' organizations from local to national are a powerful force for further salary improvement. The forward steps teachers have

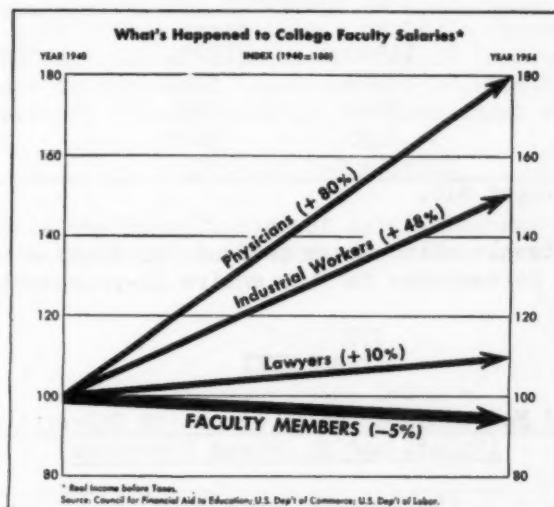
^{1/} Oberholtzer, op. cit., p. 10.

made in recent years through such groups are impressive even to the most casual observer. In general teachers' associations have gained respect from the public since their main concern has been education and improvement of schools. Improved salaries have come as a result of better understanding of the importance of the job of teaching on the part of the public." ^{1/}

COLLEGE AND UNIVERSITY SALARIES

The picture among college and university professors is somewhat different. A recent advertisement in the New York Times, Monday, March 21, 1955, while oversimplified, presents the particular plight of this category of "professional worker". The study by the Council for Financial Aid to Education, from which the chart below was produced, indicates that, in the academic year 1953-54, teachers in privately endowed independent colleges and universities were paid an average salary about \$1,000 less than that paid to faculty members in tax-supported institutions. Salaries far below the average are especially common in the small private liberal arts colleges. The average salary during the last academic year, for all college and university faculty members, was about \$4,700.

Chart II



... During the period from 1940 through 1954 the real income of the average industrial worker (that is, what his wages would purchase in goods and services) has increased by almost one-half. Among professional groups, physicians have enjoyed an increase of about 80 per cent in their real income. Lawyers, far less favored financially, have had an increase of about 10 per cent. But faculty members have not only had no increase at all; over these years of prosperity their average real income has fallen by 5 per cent. These figures do not take account of the increase in taxes since 1940. ^{2/}

^{1/}

^{2/}Op. cit., p. 11.

^{2/}The New York Times. Monday, March 21, 1955, McGraw Hill Publishing Co., Inc. (advertisement).

Mean salaries for instructors in 41 privately controlled colleges and universities in 1953-54 varied from \$3641 in five small North Central and Pacific institutions to \$3968 in six small New England and Middle Atlantic institutions. For professors, mean salaries ranged from \$6378 in the same group of colleges that had the lowest mean for instructors, to \$10,010 in five large New England and Middle Atlantic institutions. ^{1/}

The advantaged position of faculty members in state universities is illustrated in the tables below from "A Study by the Committee on the Economic Status of the Profession" of the American Association of University Professors:

TABLE XII

Weighted Median Salaries * in Six State Universities in Four Reported Years, 1939-40 to 1953-54

(9-10 month basis only)

Academic Rank	1939-40	1949-50	1951-52	1953-54
Professors	\$4930	\$7290	\$8070	\$8820
Associate Professors	3570	5560	6110	6630
Assistant Professors	2960	4530	4950	5260
Instructors	2150	3600	3950	4240

* Values rounded to nearest \$10.

The changes in salary levels which these medians represent are shown in Table XIV both in dollars and in percentages for the entire 14-year period and for the two latest bienniums.

TABLE XIII

Gains in Weighted Median Salaries in Six State Universities, 1939-40 to 1953-54 and in Recent Bienniums

(9-10 month basis only)

Academic Rank	Over-all Gains		Gains		Gains	
	1939-40 to		1949-50 to		1951-52 to	
	1953-54		1951-52		1953-54	
	Dollars	Per Cent	Dollars	Per Cent	Dollars	Per Cent
Professors	\$3890	79	\$780	10.7	\$750	9.3
Associate Professors	3060	86	550	9.9	520	8.5
Assistant Professors	2300	78	420	9.2	310	6.3
Instructors	2090	97	350	9.8	290	7.3

These data show the basic changes which have taken place in these six state universities as a group, under the influence of the inflation, the labor market competition, and the enrollment increases which have characterized the period. ^{2/}

^{1/}"Instructional Salaries in 41 Selected Colleges and Universities for the Academic Year 1953-54, Bulletin, American Association of University Professors, Vol. 39, No. 4, Winter 1953-54, p. 640-1.

^{2/}Ibid, p. 651.

Even with the advantage, if the Consumer Price Index of the Bureau of Labor Statistics is accepted as a reasonable approximation of changes in living costs, an increase of about 93% would be the target merely to adjust to the change in living costs, and this per cent was attained only by the instructor rank.^{1/}

SALARIES IN THE SOCIAL SCIENCES

EMPLOYMENT OUTLOOK IN THE SOCIAL SCIENCES The Bureau of Labor Statistics in its Bulletin #1167, Employment Outlook in the Social Sciences, covering the categories of economists, statisticians, historians, political scientists, sociologists, anthropologists and other social scientists, provides the following information:

Median salaries of social scientists in college-level institutions in 1952, ranged from \$5,000 for historians and sociologists to \$5,800 for statisticians. Social scientists employed in the Federal Government averaged somewhat higher salaries than college teachers, but had less opportunity to earn supplementary income. In the Federal Civil Service, new graduates with the bachelor's degree appointed to professional positions usually begin at a yearly salary of \$3,410 (as of early 1954); those with a master's degree at \$4,205; and those with a Ph.D. at \$5,060. Social scientists engaged in professional work in private industry and in nonprofit organizations receive higher salaries, on the average, than either college teachers or Government employees.^{2/}

CONSUMER PRICE INDEX

Since the significance of salary changes in any profession depends on changes in living costs, data on the Consumer Price Index over the past five years is given below for reference.

TABLE XIV

Consumer Price Index ^{1/}
All Items and Major Groups - U.S.
August, 1950-1954

Year	All ^{3/} Items	Food	Apparel	Housing ^{2/} Total	Rent	Trans- porta- tion	Medical Care	Personal Care	Reading & Recre- ation	Other Goods & Services
1950	103.7	103.9	97.1	106.1	109.3	112.4	106.0	100.8	101.9	106.3
1951	110.9	112.4	106.4	112.6	113.6	118.7	111.2	110.4	106.4	109.1
1952	114.3	116.6	105.1	114.6	118.2	127.0	118.1	112.1	107.0	115.9
1953	115.0	114.1	104.3	118.0	125.1	130.6	121.8	112.7	107.6	118.4
1954	115.0	113.9	103.7	119.2	128.6	126.6	125.5	113.4	106.6	120.2

^{1/}Consumer Price Index. U.S. Department of Labor: Bureau of Labor Statistics, Series B-1, Washington 25, D. C.

^{2/}The housing index includes rents, fuels, electricity and refrigeration, house furnishings and household operation. Beginning January 1953 it includes the purchase of homes.

^{3/}The CPI, formerly calculated on the base (1935-39=100) has been converted to the new base (1947-49=100) in compliance with recommendations of the U. S. Bureau of the Budget, Office of Statistical Standards.

^{1/}Op. cit., p. 652.

^{2/}Occupational Outlook Summary, United States Department of Labor, Bureau of Labor Statistics, March 1, 1955.

There is general agreement among social work educators, administrators, and practitioners that the salaries paid by government and voluntary social agencies constitute one of the most important, if not the most important, of the factors governing the recruitment and retention of an adequate supply of competent personnel in these agencies. Unless young people find social work to be a reasonably remunerative career, as compared with teaching, nursing, clinical psychology, and similar vocations and professions, they will not enter it.

The pervasive conviction that salaries in social work are especially low has been a continuous obstacle to recruitment for graduate professional education. The cost of six years of educational preparation, four undergraduate and two graduate, needed to secure a master's degree in social work and thus to qualify as a professional social worker, is high. This economic burden will not be lightly assumed unless there is hope that, within a reasonable span of years, it will be liquidated through employment at adequate compensation.

That social work salaries have increased much more rapidly than the cost of living since 1950 seems clear from the data presented for positions in both public welfare and voluntary agencies. The Council study of salary ranges for public welfare positions indicates gains of roughly 30% in salary ranges for these positions. Data compiled by the National Social Welfare Assembly show a rise of 20% to 25% in salaries in voluntary agencies during the same period. The rate of increase greatly exceeds the rise of 11% in the cost of living and consequently means a notable improvement in the economic status of the members of the profession over this short period. One of the many unknowns in the situation is the extent to which social work salaries kept pace with the rapidly rising living cost of the forties, for it is a characteristic of salaries to lag behind living costs in a period of rapid rise in prices and to soar ahead in times of relatively stable prices.

The dramatic changes since 1950 can be regarded with complacency only if they brought social work salaries to a level reasonably commensurate with the qualifications for and responsibilities inherent in social work positions, and equitable in relation to salaries in other professions. Throughout this report the difficulty of making valid salary comparisons has been reiterated. Beginning salaries in public welfare appear to compare unfavorably with beginning salaries for public school teachers, but this may not be inequitable in view of the generally low educational requirements for the former. Beginning salaries for caseworkers in voluntary agencies tend to exceed those of public school teachers, it would seem, but so does the requirement of two years of graduate education outstrip the educational requirement for teachers. Average practitioner salaries in one group of voluntary agencies approximate the average salary of instructors in private colleges and universities.

It may not be too wide of the mark to say that social work salaries compare not unfavorably with those of the teaching profession. Even this conclusion must be held lightly, however, without study of the perquisites of the two professions and the promotional opportunities within them. Comparison with nursing and librarianship would be relevant, could the problem be surmounted of obtaining salary data for positions matched in qualifications and responsibilities.

It is unlikely that the average social worker can expect the income anticipated by members of such professions as engineering, who are usually employed in private industry. Nor is it likely that the social worker can attain the income

level common to the profession of law (net annual income of \$8730 in 1951 ^{1/}) or medicine (net annual income of non-salaried physicians of \$13,432 in 1951 ^{1/}), but neither does the social worker face the economic risks inherent in private practice, the mode of operation which characterizes these professions.

ENROLLMENT OUTLOOK FOR SOCIAL WORK

From 1950, the peak year of enrollment in schools of social work in the United States, to 1954, there was a decline of 21% in the total number of students and of 20.4% in the number of full-time students enrolled in the schools. The change in enrollment is shown in more detail in Table XV.

TABLE XV

United States Schools ^{1/}

Year	No. of Schools	Full Time	% Decline	Part Time	% Change	Total	%-Decline By Years
1950 (Peak)	49	4336	-	2030	-	6366	-
1951	51	4195	- 3.2	1758	- 13.4	5953	- 6.6
1952	53	4006	- 4.5	1913	- 8.8	5919	- 0.5
1953	52	3694	- 7.8	1872	- 2.1	5566	- 5.8
1954	51	3512	- 4.9	1597	- 14.6	5109	- 8.1

^{1/} Social Work Education. Council on Social Work Education, Vol. II, No. 6, December 1954, p. 2.

Council president, Fedele F. Fauri, in his address at the Annual Meeting in Chicago, pointed up the hazards for social work education in these forecasts: ^{2/}

The report of the Commission on Human Resources and Advanced Training forecasts that the number of college graduates will rise from 270,000 in 1955 to 325,000 in 1960, an increase of 20 per cent. ^{3/} Thus, if social work were to get its proportionate share of this rise in college graduates, it would mean an increase of only 20 per cent in enrollment in the schools of social work. Such an increase would leave the schools with fewer students enrolled in 1960 than were enrolled in 1950.

Because the number of people of college age is relevant to the outlook for college and ultimately graduate school enrollment, Table XVI is presented showing projected population figures for the college age group by state.

^{1/} "Instructional Salaries.....", op. cit., p. 642.

^{2/} Proceedings, 1955, Annual Meeting, Council on Social Work Education, "The Shortage of Social Workers—A Challenge to Social Work Education" by Fedele F. Fauri, June 1955, p. 35.

^{3/} America's Resources of Specialized Talent, The Report of the Commission on Human Resources and Advanced Training, Dael Wolfe, Director. New York: Harper & Bros. 1954, p. 97.

TABLE XVI
YOUNG PEOPLE OF COLLEGE AGE

	Est. % Incr. 1953 - 1970	1954	1960	1964	1970
Alabama	34%	225,574	239,082	277,877	305,140
Arizona	159	31,371	41,338	51,731	78,974
Arkansas	24	132,037	145,727	156,340	168,915
California	230	297,375	463,456	707,378	962,063
Colorado	96	65,728	78,978	92,323	127,773
Connecticut	85	84,525	109,372	140,822	159,121
Delaware	98	14,889	18,467	23,465	30,169
D. C.	139	40,238	50,378	62,879	92,516
Florida	150	100,776	134,257	182,599	250,707
Georgia	49	231,960	249,880	292,038	349,387
Idaho	83	34,985	42,741	46,416	59,728
Illinois	76	416,152	503,380	575,240	729,907
Indiana	89	196,094	242,430	280,431	368,538
Iowa	57	156,274	172,574	183,990	242,051
Kansas	44	116,312	114,949	132,646	169,274
Kentucky	30	208,995	232,225	240,539	276,345
Louisiana	84	156,660	197,083	231,543	287,891
Maine	36	57,064	58,921	62,952	78,680
Maryland	101	101,625	132,872	172,583	208,411
Massachusetts	152	237,738	265,651	316,535	369,967
Michigan	97	319,193	398,995	461,287	624,955
Minnesota	69	174,044	204,621	223,786	291,385
Mississippi	41	175,341	199,283	214,881	243,317
Missouri	53	213,651	238,442	266,811	332,016
Montana	65	36,651	42,613	42,685	58,333
Nebraska	33	90,994	84,967	96,107	123,181
Nevada	195	5,221	8,380	11,305	14,984
New Hampshire	55	28,745	31,851	34,967	44,789
New Jersey	75	210,797	250,692	313,785	381,146
New Mexico	80	43,958	49,714	55,149	78,544
New York	65	698,532	792,309	944,051	1,179,573
North Carolina	41	286,963	309,196	345,481	407,344
North Dakota	23	51,556	49,629	51,934	64,112
Ohio	97	375,030	462,555	542,581	731,992
Oklahoma	15	163,269	166,992	175,102	187,471
Oregon	189	49,508	71,479	97,985	139,790
Pennsylvania	42	596,388	652,594	719,900	859,580
Rhode Island	67	38,820	44,461	55,556	66,458
South Carolina	44	151,065	168,691	191,970	220,624
South Dakota	38	48,707	45,407	49,523	67,731
Tennessee	60	190,482	215,585	259,099	306,986
Texas	90	407,602	478,880	605,639	769,051
Utah	78	46,657	52,214	63,007	81,992
Vermont	40	24,019	25,598	27,375	33,170
Virginia	59	190,162	220,245	261,955	307,174
Washington	169	93,982	117,046	174,770	220,494
West Virginia	29	147,189	157,621	158,198	187,835
Wisconsin	65	194,846	216,720	246,803	322,057
Wyoming	76	16,653	19,530	21,532	28,557
UNITED STATES	70%	7,967,556	9,273,157	10,955,207	13,609,831

Source Material

(College Age Population Trends 1940 - 1970)

(Ronald B. Thompson, Ohio State University)

**AN ESTIMATE OF THE NUMBER OF PERSONS WHO WILL BE GRADUATED
FROM SCHOOLS OF SOCIAL WORK IN THE UNITED STATES, 1955 TO 1965 ***

To assist persons in schools and agencies in the United States to formulate their own estimates on the output of the professional schools of social work during the next few years, the statistics on undergraduate general education and professional education in social work have been brought together and certain trends projected. These projections are, of course, based on a number of assumptions which each user of the data must evaluate for himself. On the whole, our knowledge of factors which might alter past trends is very limited. Hence the projections shown are based on the assumption that the trends and relationships which have held over the past five to ten years, with certain corrections, will continue to hold for the next ten years. Obviously, unforeseen events such as war or depression will invalidate this assumption. Also, there may well be changes under way, such as shifts in vocational preferences, which are overlaid by the postwar adjustments of the past ten years, but which will emerge clearly in the ten years ahead. Unfortunately, we have no means of knowing what these changes are. The projections cannot, of course, take into account future changes in recruitment activity or admissions policies which the schools may introduce.

The attached tables and chart are designed to provide the following information:

Table XVII. This table provides an estimate of the proportion of all college graduates who go on to get a master's degree in social work. In the past the proportion has varied considerably from year to year. The most stable ratio is obtained by comparing the number of professional social work school graduates with the number of college graduates two years earlier. It is recognized that the time lapse between the A.B. and the M.S.W. degrees for individuals is usually more than two years, but the ratio between the total number of college graduates and social work school graduates is most stable if a two year interval is used. Calculated on this basis, the mean ratio of social work graduates to college graduates for the years 1947-48 to 1954-55 is between .0051 and .0052; i.e., there are a little more than one-half of one percent as many social work school graduates in one year as there were college graduates two years previously. Because of the variability from year to year, estimates in Table XVIII are shown using .0048 and .0056 as well as .0052 as the ratio, thus giving a lower and upper limit to the range of variation to be anticipated.

Tables XVIII and XIX. These tables show a projection of future college graduates prepared by Oxtoby, Mugge, and Wolfe on the basis of which conservative, most probable, and liberal estimates are developed as to the number of persons who will graduate from schools of social work up through 1965. The .0048, .0052, and .0056 ratios mentioned above are employed in developing the estimates.

A word of explanation about the projection of college graduates is in order. It is based on an estimate of the number of 22 year olds in the population who will have finished college. The number of 22 year olds in the population for the period we are concerned with can be quite reliably estimated, since this group is already born. The authors of the estimate have found that the proportion of 22 year olds completing college has risen steadily at the rate of three-tenths of one percent per year for the past several decades. They therefore take the ratio prevailing in 1939-40 and increase it cumulatively at the rate of .003 percent per year.

The estimate produced by the Oxtoby, Mugge, and Wolfe formula considerably understated the number of college graduates from 1947 to 1953. This was because of the presence of a large number of veterans who were beyond age 22 in the graduating classes of this period. The authors believe their projection will hold, once the wave

* This report was prepared by David G. French, Research Associate, Russell Sage Foundation, and Lecturer, School of Social Work, University of Michigan. The Council is grateful to Mr. French for permission to publish these data.

of veteran enrollments is past. However, in Table XIX their estimates have been increased 10 percent so as to afford a basis for a liberal estimate of the number of college graduates who will be potential candidates for the professional schools of social work.

Table XX. This table compares the Oxtoby-Mugge-Wolfle projections with the actual number of college graduates as reported by the U.S. Office of Education.

Interpretation. By the most conservative estimate shown in Table XVIII, it would appear that by 1965 the number of M.S.W. degrees granted in one year will have risen to a little over 1800. This would represent an increase of 150 over 1954. By the most liberal estimate shown in Table XIX, the number of M.S.W. degrees will be more than 2,300, and represent an increase of 650 over 1954. A moderate estimate, which would seem most probable if past trends continue, is between 2,000 and 2,100 M.S.W. degrees in 1965, an increase of 350 to 450 over 1954. This projected increase, it should be noted, is not the result of a steady progression but follows a period of decrease which extends from 1953 to 1958, when an upswing begins to occur.

It is estimated that the population of the United States will have increased 12 to 15 percent between 1950 and 1965, and the increase in social work graduates by 1965 must be measured against this probable increase in demand for social work services. It seems probable also that social work programs will continue the expansion which has characterized the period since World War II, resulting in a heightened demand for trained social workers. Such expansion has been notable in the fields of mental health, vocational rehabilitation, and juvenile delinquency.

Chart III

Number of Persons Graduating from the Two Year Curriculum in Social Work Projected to 1965,
Based on a Liberal Estimate of Number of College Graduates

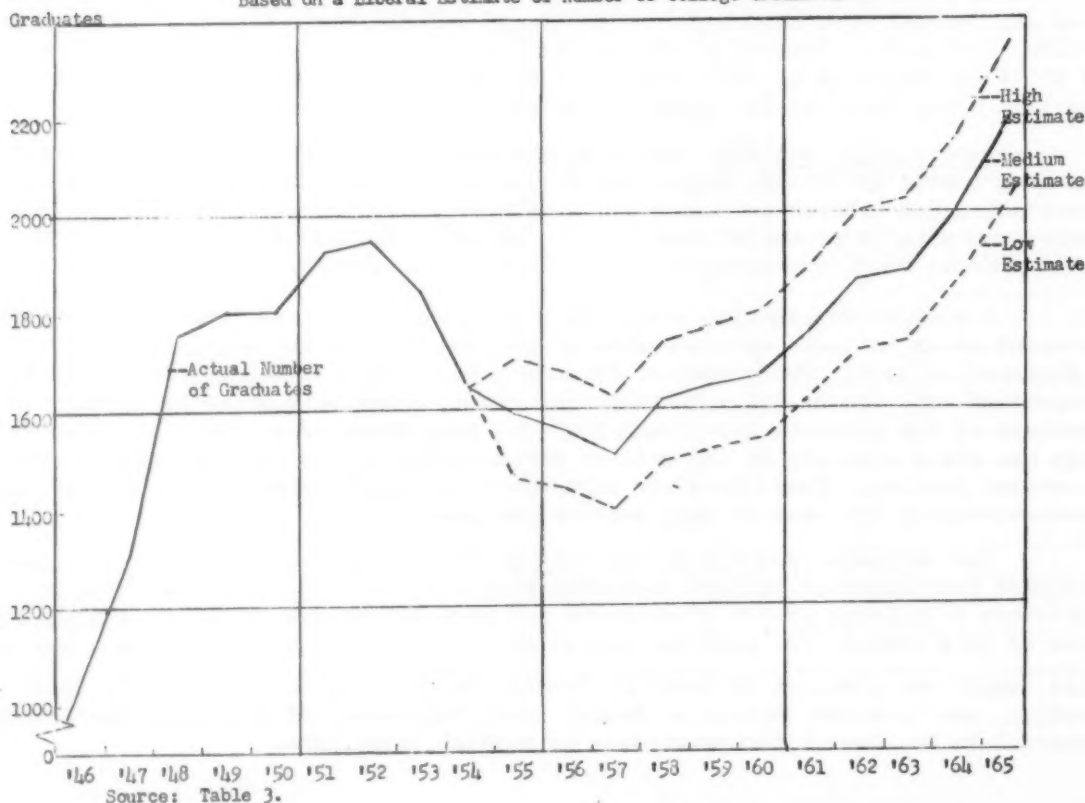


TABLE XVII- NUMBER OF PERSONS RECEIVING THE TWO YEAR GRADUATE DEGREE IN
SOCIAL WORK, SHOWN AS A PROPORTION OF THE TOTAL NUMBER OF PERSONS
GRADUATING FROM COLLEGE, 1949-50 TO 1954-55^{a/}

Year	Number of College Graduates ^{b/} (a)	Number of Graduates from Two Year Social Work Curriculum ^{c/} (b)	Percent (b) is of (a) with Two Year Interval
1947-48	272,114
1948-49	366,634
1949-50	433,734	1,804	.00663
1950-51	384,352	1,923	.00524
1951-52	331,924	1,946	.00449
1952-53	304,857	1,844	.00480
1953-54	. . .	1,651	.00497
1954-55	. . .	1,590	.00522
Total	2,093,645	10,758	.00514

^{a/} The number of social work graduates in a particular year is related to the number of college graduates two years previously. Thus the 1949-50 social work graduates are related to the 1947-48 college graduates

^{b/} Source: Earned Degrees Conferred by Higher Educational Institutions, 1952-53. Circular No. 380. Office of Education, U. S. Department of Health, Education, and Welfare. Washington : U. S. Government Printing Office, 1954. p. 1.

^{c/} Source: Statistics on Social Work Education, November 1, 1954. New York: Council on Social Work Education, 1954, p. 3.

TABLE XVIII- PROJECTED NUMBER OF PERSONS GRADUATING FROM THE TWO YEAR PROFESSIONAL CURRICULUM IN SOCIAL WORK FROM 1955 TO 1965, BASED ON A CONSERVATIVE ESTIMATE OF NUMBER OF COLLEGE GRADUATES^{a/}

Year	Estimated Number of College Graduates ^{b/}	Low Estimate of Number of MSW Degrees	Medium Estimate of Number of MSW Degrees	High Estimate of Number of MSW Degrees
1952-53	304,857 ^{c/}	. . .	1,844 ^{d/}	. . .
1953-54	273,000	. . .	1,651 ^{d/}	. . .
1954-55	265,000	1,463	1,585	1,707
1955-56	283,000	1,310	1,420	1,529
1956-57	288,000	1,272	1,378	1,484
1957-58	292,000	1,358	1,472	1,585
1958-59	307,000	1,382	1,498	1,613
1959-60	326,000	1,402	1,518	1,635
1960-61	329,000	1,474	1,596	1,719
1961-62	350,000	1,565	1,695	1,826
1962-63	378,000	1,579	1,711	1,842
1963-64	427,000	1,680	1,820	1,960
1964-65	454,000	1,814	1,966	2,117

^{a/} The estimates of number of MSW degrees are obtained by applying a ratio of social work graduates to college graduates. The ratio of social graduates to college graduates is based on the data in Table XVII. It ranges from .00449 to .00663 and averages .00514 for the period 1950-55. Since the ratio is fairly unstable and the six year period short, three projections have been made using a ratio of .0048 for a low estimate, .0052 for a medium estimate, and .0056 for a high estimate.

^{b/} Estimates taken from: Toby Oxtoby, Robert Mugge, and Dael Wolfle, "Enrollment and Graduation Trends: From Grade School to Ph. D.," School and Society. Vol. 76, No. 1973 (Oct. 11, 1952) p. 229.

^{c/} This is the actual number of college graduates as reported in Earned Degrees Conferred by Higher Educational Institutions, 1952-53. Circular No. 380. Office of Education, U. S. Department of Health, Education, and welfare. Washington: U. S. Government Printing Office, 1954. p. 1.

^{d/} This is the actual number of graduates of the two year curriculum in social work as reported in Statistics on Social Work Education, November 1, 1954. New York: Council on Social Work Education, 1954, p. 3.

TABLE XIX - PROJECTED NUMBER OF PERSONS GRADUATING FROM THE TWO YEAR CURRICULUM IN SOCIAL WORK FROM 1955 TO 1965, BASED ON A LIBERAL ESTIMATE OF NUMBER OF COLLEGE GRADUATES^{a/}

Year	Estimated Number of College Graduates ^{b/}	Low Estimate of Number of MSW Degrees	Medium Estimate of Number of MSW Degrees	High Estimate of Number of MSW Degrees
1952-53	304,857	. . .	1,844	. . .
1953-54	300,300	. . .	1,651	. . .
1954-55	291,500	1,463	1,585	1,707
1955-56	311,300	1,441	1,561	1,682
1956-57	316,800	1,399	1,516	1,632
1957-58	321,200	1,494	1,619	1,743
1958-59	337,700	1,521	1,647	1,774
1959-60	358,600	1,542	1,670	1,799
1960-61	361,900	1,621	1,756	1,891
1961-62	385,000	1,721	1,865	2,008
1962-63	415,800	1,737	1,882	2,027
1963-64	469,700	1,848	2,002	2,156
1964-65	499,400	1,996	2,162	2,328

^{a/} See footnotes Table XVIII for an explanation of the method of arriving at the estimates shown and for the sources of the data used.

^{b/} The estimates of number of college graduates used in Table XVIII have been increased by 10 percent for this table, since the original estimates tended to understate the expected number of college graduates in recent years. Table XX gives a comparison of the Octobry-Mugge-Wolfe estimates with actual graduation figures.

**TABLE XX - COMPARISON OF THE OXTOPY-MUGGE-WOLFLE PROJECTIONS OF
NUMBER OF COLLEGE GRADUATES, 1950-54, WITH
ACTUAL NUMBER OF COLLEGE GRADUATES AS
REPORTED BY U.S. OFFICE OF EDUCATION^{a/}**

Year	Projected Number of College Graduates, Using Formula	Actual Number of College Graduates	Percent Formula Underestimated Number of College Graduates
1949-50	266,000	433,734	.63
1950-51	265,000	384,352	.45
1951-52	277,000	331,924	.20
1952-53	273,000	304,857	.12
1953-54	273,000	300,000 ^{b/}	.09

^{a/} The Oxtoby-Mugge-Wolfle estimate of number of college graduates is based on a projection of the proportion of 22 year olds in the population who have completed college. The large number of GI's in college in the late forties and early fifties reflected a piling up of students due to postponement of college for military service. The long term trend established by authors of the formula was reappearing by 1954.

^{b/} The number of graduates in 1953-54 shown is estimated from fall enrollments, since the actual figure was not published when this compilation was made.

SOCIAL WORK STUDENTS AND SCHOLARSHIP NEEDS *

STUDY OF SCHOLARSHIP AID

There is in process a study of scholarship aid in social work education. A preliminary report on the 820 questionnaires submitted by social work students in 51 accredited graduate schools of social work in the United States in May 1954 has been made available to the Council. This condensed material contains only part of the data obtained.

I. General Characteristics

A. Geographic representation was obtained from every state and territory except Wyoming, Alaska, and the Virgin Islands. No foreign students were included.

* Taken from the doctoral thesis, in preparation, by Milton Wittman, at the New York School of Social Work. The Council is indebted to Mr. Wittman and the School for allowing the advanced release of these data.

- B. The range in ages was from 22 to over 60 years. The modal age grouping was from 25 to 29, with 79 percent of the sample under the age of 35.
- C. There were 87 percent white and 12 percent non-white students; one percent did not identify their race.
- D. Of this group, 59 percent were single, 34 percent married, and 7 percent separated, divorced or widowed.
- E. Father's occupation was as follows:

<u>Occupation</u>	<u>Per Cent</u>
1. Professional persons	22
2. Proprietors, managers and officials	33
3. Skilled workers	16
4. Clerks and kindred workers	12
5. Semi-skilled workers	5
6. Unskilled workers	4
7. No response	8
	100

- F. The parent's income was under \$5000 for 44 percent of the sample; over 10 percent had incomes of \$10,000 or more.

II.

Financial Situation of the Students:

- A. Dependents: There were 159 students in the sample who had from one to five persons fully dependent on them; 114 students were responsible for a total of 164 persons who were partially dependent on them for support.
- B. Income and expenses: The median monthly income for 796 students was \$150.26 and the median monthly expenses reported by 811 amounted to \$169.38. A total of 326 students had loans or extended their credit during periods of financial stress.
- C. The primary source of income during the academic year was listed as follows by 808 students:

<u>Source of Income</u>	<u>Number of Students</u>
1. Scholarship aid	371
2. Employment	115
3. Income from spouse	92
4. Savings and/or insurance	90
5. Income from family	79
6. Investment income	18
7. Loans	8
8. Disability compensation	8
9. Trust funds	4
10. All other	23
Total	808

- D. Degree of Difficulty experienced by 818 students:

<u>Degree of Financial Difficulty Reported</u>	<u>Number of Students</u>	<u>Per Cent</u>
1. No difficulties	267	33
2. Some difficulties	249	30
3. Moderate difficulties	251	31
4. Serious difficulties	51	6
Total	818	100

- E. Of the 51 students experiencing serious financial difficulties, thirty-three were receiving scholarship aid (16 men; 17 women) and eighteen were not receiving scholarship aid (12 men; 6 women).

III. Data on Scholarship Aid

- A. There were 566 (69 percent) students in the sample who were receiving aid; 63 percent of the first year students received aid. 75 percent of the second year students received aid. 75 percent of the advanced students received aid.

- B. The source of 659 financial grants received by 566 students was as follows:

Source	Number Grants	Per Cent
1. Public funds	343	52
2. Private funds	152	23
3. School funds	100	16
4. Other	64	9
Total	659	100

- C. Of all scholarship aid awarded, 324 grants (49 per cent) required some form of commitment.

- D. The dollar value of 548 grants (for the academic year) was reported as follows:

Amount in dollars	Number Grants	Per Cent
1. Under \$500	112	20
2. 500 but under 1000	114	21
3. 1000 but under 1500	112	20
4. 1500 but under 2000	132	24
5. 2000 but under 2500	47	9
6. 2500 and over	31	6
Total	548	100

- E. Students were asked if they would have been able to manage without the financial aid they received. There were 499 who responded to this question: 16 (3.2 percent) could have managed without aid. 82 (16.4 percent) would have had some financial stress. 148 (29.7 percent) said with extreme financial stress. 253 (50.7 percent) said they would have been unable to enter social work education unaided.

REPORT ON RECRUITMENT ACTIVITIES

Since the last Special Recruitment Issue of Social Work Education^{1/} the National Recruitment Committee of the Council on Social Work Education has carried forward as many of the activities therein projected as time and resources permitted. The more important activities are reported below, together with interesting developments reported to the committee from various localities throughout the nation.

THE NATIONAL RECRUITMENT COMMITTEE The National Recruitment Committee, broadly representative in character and, therefore, cognizant of the great need for additional social workers, has been active in the development of a nation-wide program for recruitment and the stimulation of local groups to engage in recruitment activities; coordination of recruitment efforts at the local, county and state level - all working together toward the common objective: to increase the supply and quality of competent social workers.

^{1/} Social Work Education, February 1954 (Vol. II, No. 1) Council on Social Work Education, New York.

During the past year the Committee has directed its attention toward:

I. The continued distribution and development of essential recruitment materials.

- A. Published in 1954: the brochure Do You Want a Career Helping People?, produced by seven national agencies, public and private, serving individuals, families and children. To date 30,000 copies have been distributed and, through the cooperation of the sponsoring agencies, 60,000 more copies have been made available to the Council for free distribution.
- B. Other materials: the three Recruitment Kits prepared by the National Recruitment Committee in cooperation with the National Committee on Social Work in Defense Mobilization have been the Council's "best sellers". Over 15,000 kits have been sold to date. Separate items from these kits which proved most popular, in addition to Do You Want a Career Helping People?, were Social Work As a Profession (10,000 copies in 1954) and Careers in Social Work (8,000 copies in 1954).
- C. New Materials in Process:
 1. A Chart - designed for the use of vocational counselors, showing social work positions for graduates without professional education and illustrating opportunities and requirements for progression in casework, group work, community organization and teaching. Available-Fall 1955.
 2. Exhibit Material: The National Committee on Social Work in Defense Mobilization, in cooperation with the National Recruitment Committee, has in preparation two new exhibits designed primarily for high school and beginning college students. These are small exhibits which may be carried by hand (36" x 40") and used for table displays.
 3. Film Strip: to direct interest of first and second year college students toward careers in social work.
 4. Cooperation with Non-Social Work Groups on the production of magazine and newspaper articles to interpret social work to the average citizen and thereby to increase the possibility of making social work better known and understood.
 - a. The Council has agreed to cooperation with Public Affairs, Inc. in the sponsorship of a pamphlet on social work. It is anticipated that between 150,000 to 200,000 copies of the pamphlet may be sold to industries, civic groups, PTA, service clubs, etc. It will also reach parents whose understanding of social work will be an aid to recruitment. Miss Lucy Freeman has been engaged to prepare the pamphlet.

II. Continued work with the six pilot centers: Boston, Connecticut, New York, Philadelphia, Maryland and Virginia, in experimenting with the development of local coordinated recruitment programs.

- A. A Second Workshop for representatives of the Pilot Centers was held in September 1954. Seven questions emerged as of common concern to all pilot centers in their recruitment efforts.
 1. Financing of the Pilot Center projects.
 2. National-local relationships.
 3. The recruitment process itself: there was indication for exploration of the proven effective methods for contacting undergraduate departments, high school faculty and counsellors, and interested students; and examination of the Summer Work Experience on either a paid or voluntary basis as one way of testing an individual's interest in the profession before graduation from college. (See No.VII, p. 58)

4. Methods of securing information about jobs that do exist and evaluating such information.
 5. The need for a statement outlining the nature and content of professional education.
 6. The need to know more about opportunities for research in social work and how to prepare for such positions.
 7. The need to know more about public relations, and what opportunities there are in this field in social work.
- B. The Committee plans in 1955 to pool findings of the most effective media, methods which have been successful and those which have not worked, etc., in order to share pilot study experiences with recruitment committees throughout the United States.
- III. Contact with local recruitment committees in order to learn what efforts are being made to recruit for the profession which can be used effectively by other committees; how the National Recruitment Committee may be of help in promoting better and more recruitment for social work.
 - IV. National Meetings on Recruitment - A meeting on recruitment was sponsored at the Annual Program Meeting of the Council in January at which Miss Opal Gooden, consultant for recruitment of the AAMSW, and Mrs. Marguerite Hastings, chairman of the Maryland Pilot Center Committee, spoke. A meeting at the National Conference of Social Work in San Francisco was co-sponsored by the National Committee and much of the information used was gathered through its contact with local programs.
 - V. Continuing cooperative relationships with educational agencies and national vocational guidance and personnel associations: With the aid of the Chicago Inter-Association Recruitment Committee staff, a booth at the National Conference of the Personnel and Guidance Association was maintained. Council representation at this important conference was made possible through the National Committee on Social Work in Defense Mobilization.
 - VI. Speakers: Members of the Committee and the Council staff have participated in numerous meetings on recruitment, including the 9th Annual Mid-Western Conference for Board Members of the Family Service Association of America; Region III Conference of National Travelers Aid Association; Indiana Welfare Conference.
 - VII. Films for Recruitment: The Committee has reviewed and suggested to local recruitment committees current films considered useful for their purposes. (See No. VI, p. 57)
 - VIII. Fellowships and Scholarships: The Committee has worked with agencies and local affiliates to secure more fellowships and scholarships - especially for first-year students. (see No. IX, p. 60)
 - IX. Cooperation with a university on a study of the major factors which attract or deter potential applicants is under consideration. A recruitment campaign will be developed as part of the study.
 - X. The Role of Volunteers in Recruitment: There is a growing awareness of the vital contribution which may be made to all phases of the recruitment effort by volunteers, and efforts are being directed toward finding ways for the best utilization of such assistance by local recruitment committees. The Advisory Committee on Citizenship Participation of the Community Chests and Councils and the National Social Welfare Assembly has been discussing how volunteers working with local recruitment committees may: (1) stimulate volunteer bureaus to make placements of young people in agencies; (2) stimulate the establishment of citizen group projects in local communities to help educate the public about the problem through the local program on recruitment. Recognizing the need for active citizen interest and action, this Advisory Committee passed a motion authorizing the appointment of a committee to define the concern of

this group with the problem and to transmit the information to appropriate groups concerned with it. Mrs. George Abbott, member of CSWE's Council of Delegates, has been appointed chairman of this committee.

NATIONAL RECRUITMENT COMMITTEE - AASW COOPERATION

LOCAL RECRUITMENT EFFORTS Because the National Recruitment Committee recognized that it was essential to interest more persons in the field in recruitment activity, if real progress was to be made, last year the Chairman of the Recruitment Committee requested every AASW Chapter to furnish the name of the chairman of the local recruitment committee and information about the recruitment activities of the committee.

Reports are in from over fifty communities. Activities are varied and some of the information was lengthy and detailed. All of it was interesting and encouraging. Highlights from these reports appear below:

I. Development of a Coordinated Recruitment Program

Recruitment is the responsibility of every one who is interested in human needs and human values. The most effective recruitment programs set up in local communities have enlisted the help of the professional associations, the employing agencies, public and private, professional and lay representatives, community coordinating agencies, such as the community chests and welfare councils, the interested public, the undergraduate colleges and graduate schools of social work.

Chicago, for example, has a committee made up of representatives from the six professional associations, the three local schools of social work and Smith College, and it works in cooperation with the Welfare Federation of Metropolitan Chicago.

Indianapolis reports "one of our main projects has been coordinating the efforts of each of the five local social work groups and bringing all county recruitment activities under one planning committee."

Charleston, West Virginia, reports, "on a state-wide basis we have maintained very close ties with the recruitment committee of the West Virginia Welfare Conference. It is seldom that either committee engages in a project without consulting the other."

As a result of this experience, committees interested in the development of an effective local coordinated recruitment program will want to give consideration to the following six questions:

- A. How may the many diverse activities undertaken in any local community be coordinated?
- B. How is it possible to keep informed about contacts being made with undergraduate colleges by national agencies and their local affiliates and by graduate schools of social work?
- C. How may the necessary facts be secured regarding the current social work picture in the community in order to tell "the community's story": the number of social workers employed, the number of vacancies, the job requirements, etc.?

A questionnaire directed to executives of agencies was the method used in most instances to secure this type of information. The Boston Pilot Center reports that it requested the Research Division of the United Community Service to make a state-wide survey of job vacancies in order to answer the question "what are we recruiting for?"

D. How arrange for a central place to which inquiries and requests for speakers may be directed?

In Virginia, the office of the State Conference of Social Work allows the Committee to use its offices as headquarters. In Springfield, Massachusetts a cooperative arrangement has been made with the Community Council whereby their telephone number and address has been publicized as the central place to call for information on social work speakers, etc. In Maryland, the Baltimore Council of Social Agencies has offered the use of an office one day a week and has promised the Maryland Pilot Center Committee the use of its address as a central mailing address.

E. How to utilize the contribution of laymen in recruiting?

It is important to realize that lay and professional teamwork in recruitment can develop a program which is hard to beat. Lay people have access to groups whose understanding is all important. They use language which is understood by others; their word carries more weight with budget committees, parents, businessmen, etc.

F. How to find money and staff to accomplish the job?

A coordinated recruitment program requires money and staff. It is important to remember, however, that much can be done on a volunteer basis and limited budget by carefully defining and assigning responsibilities to sub-committees such as, publicity, college contacts, speakers bureau, the preparation of materials, etc. The idea that a recruitment program must necessarily demand professional staff and a large budget can stifle initiative and dull the sense of responsibility. The important thing is to tackle something which can be accomplished immediately, with the resources at hand, but at the same time define long term objectives.

II. The development of continuing relationships with undergraduate faculty, guidance personnel, high school faculty and counselors.

In the past emphasis has been placed upon direct contacts with junior and senior college students made primarily by means of career conferences. While this method is still widely used, it is being recognized more and more that such contacts are of limited value. It is more effective to locate persons in the colleges and schools who have influence with students and then establish contacts with them on a continuing basis in order to help them gain information about opportunities in social work, keep them supplied with current recruitment materials and assist them in their interpretation to students of social work as a possible career.

Several committees reported successful conferences with college deans, selected faculty and guidance personnel as a more productive method of contacting college personnel than on a one-to-one basis and as a good introduction for subsequent visits. In most of these conferences, faculty members from undergraduate schools and agency representatives have interpreted the need for professional education, job opportunities in social work and answered other pertinent questions raised.

Springfield, Mass. sponsored an Institute on Information for Social Work. Interpretative materials on social work were sent to newspapers in connection with releases on the Institute.

Toledo has appointed a permanent representative to each high school and college in the area. The school was notified that this person, a member of AASW, would serve them in supplying literature, information and speakers about the field of social work. They have been participants in many career day programs and are filling numerous requests for talks.

Sioux Falls, South Dakota reports an AASW member assigned to each college, university and large high school in the state to assist them in planning some type of recruitment activity with them. Two chapter members are teaching undergraduate social welfare content courses in South Dakota.

Bethesda, Maryland, says, "our first project, which is currently under way, is a survey of programs of all undergraduate colleges in this area in order to learn of the academic and placement activities which have some bearing on recruitment and to establish a continuous active liaison with all new colleges."

Rockford, Illinois, reports, "We have worked with undergraduate colleges located in the community by getting leads from faculty members on students who might be interested in social work as a profession. Then we have followed up on the students individually by personal contacts. This has proved to be our most effective plan of recruitment."

Ann Arbor, Michigan, tells of "inviting heads of psychology and sociology departments in all Michigan undergraduate colleges to hear outstanding speakers at social work conferences and other meetings. We have mailed them all copies of Social Work As a Profession; and have assigned various social workers to make personal contacts; AASW State Council has sponsored meetings; and conferences which have been well attended by representatives of graduate and undergraduate schools."

The Boston Pilot Center Committee sponsored a session on recruitment at the Massachusetts State Conference of Social Welfare and invited undergraduate counselors and guidance personnel to attend.

The recruitment programs under way urge that interpretation of social work not be focused primarily on juniors and seniors in college, but should reach down into the high schools. They suggest that an attempt be made to have some social welfare content included in high school Social Studies courses. The Council has been asked by several committees and a few states to suggest material for such courses.

III. The Establishment of a Speaker's Bureau

Many committees have set up a Speaker's Bureau, as an essential part of their recruiting program. Volunteer and professional workers have been selected who can present vividly and with enthusiasm what the day-to-day job of the social worker is, and the demands and satisfactions to be found in such a job. Workshops have been used to prepare these speakers for this responsibility.

Indianapolis writes: "We are listed with several city Speaker's Bureaus, such as Red Cross, Chamber of Commerce, Federation of Women's Clubs, Business and Professional Women's Clubs, etc. "

IV. Wide distribution and use of recruitment materials prepared by the National Recruitment Committee.

The three Recruitment Kits, prepared by the National Recruitment Committee in cooperation with the National Committee on Social Work in Defense Mobilization, are now in the offices of high schools, guidance personnel, college placement and guidance offices and libraries.

Youngstown, Ohio, placed these recruitment materials with high school faculty and in school libraries.

Chicago has a "library sub-committee in process of visiting public libraries to determine what social work material is available... We feel that libraries and librarians are in a key position to help us recruit for the field."

Honolulu, Hawaii's recruitment committee "sent packets of information on the profession to all public and private high schools in the territory and to the main public libraries on each of the Hawaiian Islands. The same Kits were sent to the Sociology Department, the Psychology Department, Teachers Colleges and the Physical Education Department of the University of Hawaii.

Only the cost of purchasing recruitment materials prevents wider distribution. Many local committees write that they cannot afford to buy as much material as might be used to cover requests, and the Council's limited budget does not permit a large scale free distribution of all of its recruitment materials.

In addition to recruitment materials prepared by the National Recruitment Committee, a number of local committees have prepared material for local consumption and use, and the house organs of some of the national agencies have carried recruitment articles, such as, "What Students Should Know About Social Work Careers," by Mary Jane Werkan, Highlights, Family Service Association of America, March 1955.

V. Articles of significant interest produced by non-social work organizations:

The Guide, which is the featured publication of Recruitment Kit No.1, stimulated a great variety and number of new articles on and references to social work as a career. A few of these are listed below:

1. Career Index. A guide to recent inexpensive vocational literature, "O-27 Social Worker," p.13, March 1955.
2. Need a Lift? (Distributed by American Legion, Indianapolis, 6, Indiana)
3. Verna Small, "Social Work", Mademoiselle, New York (March 1955), p.104
4. The Registered Nurse Student Program. Army Medical Services, Army Nurse Corps, Washington, D.C.
5. Karon Kehoe, "She Works in Cleveland," reprinted from Charm Magazine, New York, February 1954.
6. "Fact Sheet on Social Work", Glamour, 420 Lexington Avenue, New York.
7. "Social Workers Needed", America, January 15, 1955, National Catholic Weekly Review, Vol. 92, No. 16.
8. "The Helping Hand", World Week, New York, Vol.26, No.14, May 11, 1955.
9. Public Social Welfare Personnel, Government Publications, Catalog No. FS 3.202:P 43.
10. Job Guide for Medical Occupations, U.S. Department of Labor, Bureau of Employment Security, U.S. Employment Service. April 1954, p. 6
11. Partners for Health, The National Health Council, New York.
12. Senior Scholastic. Vol. 66, No. 7, March 16, 1955, pp.7,16.
13. Clarissa Start, "Social Work- Field That Needs Recruits," St. Louis Post-Dispatch, January 28, 1955.
14. Community Health and Welfare Services, A Newsletter of the Institute of Life Insurance, New York.
15. Guidance Index, Science Research Associates, Chicago, 10, Illinois.

Recruitment Exhibits

The recruitment exhibit prepared for the Council by the National Committee on Social Work in Defense Mobilization and first displayed at the National Conference of Social Work in Atlantic City in 1954 has been on the road ever since and is in great demand. The popularity of this exhibit and the demand for

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such materials has led to the NCSWDM preparing two additional exhibits - small enough to be carried or shipped to high schools and colleges. All of these are available on request from the Council on Social Work Education, shipment charges to be paid by the local users.

VI. Films useful in recruitment

The demand for audio-visual aids to help students understand what social work is and just what a day in the life of a social worker is like has been partially met this year by the production of additional films which have been found especially useful for stimulating discussion of a career in social work. Among those which seem to be particularly helpful in recruiting are the following:

Hard Brought Up - The dramatic story of two young boys who get into trouble and how they are helped by the child welfare social worker attached to a court. The film was sponsored by the Mississippi State Department of Welfare with the cooperation of the Children's Bureau. For information write Mental Health Materials Center, 1790 Broadway, New York, 19, New York.

Neighborhood Story - This is a documentary film about a group worker, a ten year old boy and the boy's family. It tells how a settlement house serves the people who take part in its activities. The film is effective in giving an idea of what settlement house work is, what kinds of problems are encountered and personality and training requirements for settlement house workers.

The film was produced by the Baden Street Settlement in Rochester, N.Y. To rent it, contact Education Film Library, Syracuse University, Collendale Campus, Syracuse, 10, New York. Rental Fee- \$4.00.

A Family Affair - is a drama of everyday family life, the story of the Cooper family. Relationships are strained to the breaking point when the defiance of his parents by an adolescent son, brings to the surface the husband's long smoldering resentment against the wife's domination of family affairs. Typical interviews in a family service agency are portrayed in some detail. The film was produced by the Mental Health Film Board and the Family Service Association of America. Rental and loan prints are available from most state health departments and other 16mm libraries.

Such a Busy Day Tomorrow - filmed at the William Hodson Community Center in New York. A charming story of the renewal of life for a senior citizen through the obviously sincere interest and skill of the social worker. The leading role is played by Walter Hampden. Available through the Department of Health, Education and Welfare, Washington 5, D.C. or local Social Security Boards in major cities.

Crime in the Streets - a gripping dramatization of a social worker attempting to combat juvenile delinquency through his work with gangs in a slum area. This story was produced for Elgin Hour as a TV program with Robert Preston in the role of the social worker. Information about the film may be secured from the American Broadcasting Company, 7 West 66th Street, New York, N.Y.

Journey Among the Lost - a tape recording produced by the University of West Virginia through the cooperation of the Department of Social Work and the Department of Speech. It tells the story of Dorothea Lynde Dix and has been used to give students a vivid understanding of the development of legal regulations and facilities for the care of the mentally ill.

A number of committees report the use of local radio and TV programs to tell their own stories to the public. Interviews and panel shows seem to have been used most frequently. The use of such media should be more aggressively explored by local committees and by the National Recruitment Committee, for we have not yet begun to make a proper and comprehensive bid for public understanding of social work.

Many committees report increasingly good coverage by newspapers of their recruitment activities, the need for trained social workers, etc. The cover of this issue is illustrative of this improved relationship between the public press and social work.

VII. Opportunities for Experience for the Potential Social Worker

Recruitment contacts with college and high school students have highlighted the importance of making it possible for many who think they might be interested to learn what being a social worker entails. It seems practical to try to provide an opportunity for such young people to try themselves out; to see if they have what it takes, and if social work really has an interest for them before they decide upon social work as a career and before they enter a graduate school for professional education.

There are many students employed in summer activities closely related to social work, who might be recruited for the field if conscious efforts were made in this direction. At one of the YMCA camps a poll taken of several hundred employees at the camp, all of whom were college students, showed that social work was the interest of the second largest number, yet most of them actually knew almost nothing about social work as a career.

The Barnard-New York School of Social Work Summer Project for college juniors offers an outstanding illustration of a plan which might be duplicated in a number of other communities. Twenty-two undergraduate students, selected from many more applicants, were placed in casework, group work, institution or camp jobs for eight weeks at the prevailing rate of pay for persons of similar background and experience. They were given guidance throughout the eight-week period and the opportunity to confer with the director of the department and/or the agency executive so that they might gain an understanding of the broader aspects of the field of social work. There were four all-day meetings during the 8 weeks, two at the New York School and two spent in visiting additional social work settings. At the close of the project the students assured the sponsors that, in their opinion, this was the best way to recruit, namely, to provide such an opportunity to learn what social work was all about.

Many undergraduate students need to earn money during the summer, so that when it has not been possible to arrange for paid summer jobs in agencies, opportunities have been sought by a number of committees for volunteer experiences for such students during the winter.

The Chicago Committee writes, "we believe that arranging for students to have agency experience is an effective way to interest them in social work as a future career. We have a sub-committee of the Recruitment Committee with representatives of the various child welfare fields in order to stimulate agency interest in use of students. This sub-committee is working closely with the local Volunteer Bureau, which will continue to have primary responsibility in Chicago for recruitment of social workers."

Dallas' committee reports - that the "Volunteer Service Bureau of the Council is arranging for summer volunteer opportunities for teen-agers as a means of introducing them to various agencies."

In planning for either voluntary or paid testing experience, committees stress that every effort should be made to select placements carefully so as to assure the very best possible experience since this may be the determining factor in the choice of social work as a career.

VIII. Manpower Sources for Recruitment

In 1954, 54 of the 72 undergraduate colleges with a sequence in social welfare, constituent members of the Council on Social Work Education, reported 578 graduates. Of this number, 84 have positions in private agencies, 148 in public agencies and 79 entered graduate schools of social work. As of November 1, 1954, 1893 students were enrolled in these same colleges. Today there are 84 such colleges and the number of potential graduates is, therefore, appreciably higher. This group constitutes an important source of personnel for beginning jobs in social work and for graduate education.

Experiences workers already employed in social work, but without professional education, are an especially good source for graduate school recruitment. A study made by the Committee on Education and Social Work Personnel of the American Public Welfare Association to learn the potential number of employees in those agencies presumably eligible for an interested in obtaining social work education shows that, in the 24 states and 3 Canadian provinces reporting, there were 13,500 employees with A.B. degrees. Thirteen states estimated that approximately 1250 of the employees with A.B. degrees in these states, or 26% of the total employees, would be interested in enrollment in a school of social work.

A study of similar nature of personnel in the private agencies would probably yield comparable figures, especially in the group work agencies and particularly in summer camps.

Another possible source for recruitment is women between the ages of 30 and 40. Many of this age group married immediately following graduation from college, have raised their families, and are now seriously interested in embarking upon a career.

IX. Financial Aid for Graduate Study Needed

Only a few committees report that recruiting efforts include the attempt to increase the number of scholarships available in the local community. Yet it is an established fact that one of the greatest obstacles to recruitment for graduate study is the cost of professional education.

One great need is for scholarships for first-year study, since the majority of the grants-in-aid now available are for second-year students. The recent action of the Office of Vocational Rehabilitation in making stipends available to first year students is most encouraging.

As of November 1954, of the 3925 students enrolled in graduate schools in the United States and Canada, 2527 were receiving grants-in-aid; 1453 from public funds, 844 from private funds and 538 from school funds.

The distribution of 7,000 of the Council's publication, Fellowships and Scholarships in the United States and Canada, attests to the great interest there is in obtaining information about scholarship help available and from what sources. An effort to increase the number of scholarships, especially first-year scholarships should be one objective of every recruitment committee.

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COUNCIL PUBLICATIONS

Could You Take Social Work? Reprinted from Mademoiselle. This valuable recruitment publication is available from the Council at 10¢ per copy. Education for Social Work-1955. Proceedings of the Annual Program Meeting of the Council on Social Work Education, January 26-29, 1955, Chicago, Illinois. Available now - \$2.00.

Adams County Public Assistance Study. A Community Organization Record. Distrust and suspicion of the Welfare Department in Adams County is given impetus by an official investigation. The record describes the methods used by a Council of Social Agencies to mobilize the interest of citizens in finding the answers to the questions raised. Restricted Record #2312, \$1.00.

The Effect of Cultural Differences on the Value of American Social Work Education to Foreign Students. The Committee on the Training of International Students is happy to announce its first publication, an article by Mr. Cayetano Santiago, Jr. The author is a Fulbright student from the Philippines, studying at George Warren Brown School of Social Work. The article will be useful to curriculum committees of schools, to field work instructors, to faculty advisors of foreign students and class instructors, as well as to agencies planning educational programs for students from other countries. Council on Social Work Education, 345 East 46th Street, New York, 17, N.Y. - 75¢.

Do You Want a Career Helping People? A publication produced for the Council by seven national voluntary and public agencies in the field of family service, child welfare and correction, to explain opportunities for careers in these fields. The first printing of this publication was exhausted. A new supply has been made available by the seven agencies and can be had free on request to the Council. The agency placing an order will be expected to pay postage.

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